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Chatham College Bulletin
General Information

1970-71

Pittsburgh, Pennsylvania 15232

CHATHAM COLLEGE BULLETIN • Published in May, August, September and December by Chatham College • Pittsburgh, Pa. 15232 • Second-class postage paid at Pittsburgh, Pennsylvania.
VOL. LXVI • SEPTEMBER 1970 • NO. 3

The Academic Program *1*
The College *23*
Academic Procedures *33*
Admission *39*
Financial Procedures *47*
Personnel *57*
The Location *79*
Academic Calendar *82*
Index *85*

The Academic Program

Chatham College enters its second century of education recognizing that there is a new student, a woman who is prepared to make increasing demands of herself and of the college in which she has chosen to live and work. She is a student eager to learn in a consistent relationship with a faculty eager to teach. She accepts responsibility for her sense of what is important and is prepared to join in a faculty-student relationship to choose the best educational program her expectations of herself and of the College require.

In recognition of this new student, Chatham has adopted an academic program which frees the student from traditional curricular requirements and gives her the responsibility of designing the course of study which best fulfills her personal educational interests and abilities. Such an approach is possible only in a college like Chatham.

This new academic program is predicated upon recognition of the individuality of both faculty and students and the assumption of high levels of academic aspiration for all. It acknowledges that all individuals do not have the same educational goals, nor wish to learn in the same manner.

In the conviction that the pursuit of learning is the primary purpose of the college experience, Chatham believes that narrow vision and intolerance must be overcome, and that this may be achieved through an understanding of the realities dealt with in the academic disciplines and through the testing of ideas and methods; that one must learn how to learn—how to identify problems, how to evaluate evidence and how to pursue solutions; that it is essential to define one's ideas and expose them to critical examination by others and that precise and logical use of language can contribute to that end; and that the active and disciplined use of the imagination should be encouraged.

Chatham also expects that all students will seek to achieve high standards in written and oral communication. The ability to write and speak our own language clearly and precisely is fundamental to the formulation, communication and expansion of knowledge.

It also is expected that serious students, though not required to do so, will avail themselves of opportunities for developing skills or attaining proficiency in one or more foreign languages as one important means of gaining greater understanding of one's own language and culture as well as of other cultures.

Under Chatham's new academic program the requirement for graduation is the satisfactory completion of 34 courses, including two interim programs and a tutorial. The final two terms must be completed under the auspices of Chatham College. The student may choose her courses freely from a wide selection of offerings in the humanities, social and natural sciences. The month-long interim programs will provide opportunities for intensive work in a field of special interest to the student.

The tutorial consists of two courses of internally related individual study, designed by the student and her tutor. The study may be conducted, at least in part, in the context of a group experience. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent reading. Each student will provide her tutor with written articulation of the tutorial experience. She also is expected to articulate her work in an oral discussion in which other faculty, and students when desired, are invited to participate by the tutor or student.

The student, working closely with her faculty adviser, will determine which of the major options she will pursue: the traditional departmental major in which she will assume the structure of the requirements for that major, an interdepartmental major in which she will study in two or more related departments, or a multidisciplinary major where she may center her work on a problem or area, such as pre-law, pre-medicine, American Studies or Black Studies, which involves several disciplines.

A student also may elect not to major in any way but instead will choose a mosaic of course work appropriate to her own intellectual requirements. She will be required to complete 34 courses including two interim programs and the tutorial.

Departmental majors include Art, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, leading to a Bachelor of Arts degree, and Biology and Chemistry leading to a Bachelor of Science or Bachelor of Arts degree.

In this new academic program the College offers a wide selection of courses of general education, designed to acquaint students with the problems, topics, methods and resources of the following areas: (1) the problems and techniques of abstract or formal reasoning; (2) scientific inquiry characterized primarily by a high degree of success in explaining certain kinds of events by laws; (3) scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses; (4) non-verbal aesthetic experience; (5) the literary arts; (6) the history of some aspect of man's cultural development; (7) critical attempts to deal selectively with the problems raised by the totality of man's intellectual, aesthetic and moral experience.

To assure that the student has ample experience in the methods of scholarly work, certain unconventional course formats have been created. One such course is the Freshman Seminar, an approach to learning which is designed to involve small groups of students in research and in consideration and articulation of a common problem.

The Faculty Symposium serves as another kind of innovative course. In lieu of a course, two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and actively participate in the process of scholarly investigation, discourse and argumentation.

The Chatham student also has the responsibility of determining the system by which her work will be graded. She may select the traditional system (A,B,C,U) or a pass/fail system (S/U). The student may choose to do any portion of her work under either grading system but she must be aware that plans for graduate or professional study, including applications for fellowships and awards, may call for specific grades.

In order for freshmen to determine which courses best meet their educational objectives, during the first ten days of the fall term freshmen may attend classes without registering for them. This gives them an opportunity to have actual classroom experience in a particular course as well as to meet the majority of the faculty before making their final course selections.

The importance of the faculty-student relationship in Chatham's educational program cannot be overemphasized. The faculty member is free to determine new courses in obedience to his academic interest rather than to the requirements of a standardized basic curriculum. He can teach what he genuinely wants to teach in the way he wants to teach it, just as the student is free to determine her own course of study. Faculty and students can now come together in a true sharing of information, methods and enthusiasm.

The role of the Chatham faculty in advising students is vital to the success of the academic program. While the student's responsibility in determining her course of study is clear, faculty advising can give coherence and direction to her planning.

The new student is one who finds at Chatham College that she will work along the lines of her chosen balance between traditional curriculum and grading and the range of innovation she deems vital to her expanding interests. She will be supported and encouraged by her teachers but she will find that her primary educational responsibilities are to herself and to the academic environment in which she has chosen to live.

FRESHMAN SEMINARS

The College offers a special group of topic- and problem-oriented seminars open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration and research of a common problem.

During the 1970-71 academic year the following Freshman Seminars are being offered:

Biology:	Issues in Human Ecology
	Biological Aspects of Sexual Function
Chemistry:	General Chemistry
Drama:	Form in Performance
	George Bernard Shaw, Man of the Theatre, Man of the World
Economics:	Economics: A Social Science
English:	Politics and the Novel
	The Waste Land
	Artists, Writers and Musicians
	Reading Poetry
	The Thrust of Language

History:	The Heroic Age The Modernization of Europe
French:	The Youthful Hero and Heroine in Contemporary French Fiction
Philosophy:	Applied Philosophy Selected Readings in Philosophy
Political Science:	Technology and Utopia
Psychology:	Conceptions of Man
Religion:	Exponents and Critics of Religion

THE INTERIM

Chatham College is operating under a 4-1-4 calendar providing for a fall and spring term of 14 weeks each and a four-week interim in January.

Each student is expected to participate in at least two interim sessions during her four years at Chatham. While a student will normally register for four courses during the longer terms, she will register for one course during the interim. In the interim, classes meet in accord with the demands of the method and the subject matter.

In the 1970-71 interim the following interdisciplinary course will be offered:

> THE STUDY OF THE CITY: PITTSBURGH. The course utilizes the City of Pittsburgh and its surrounding communities as a laboratory for in depth study of urban life and problems in the 1970's. The course is interdisciplinary in nature, with contributions from sociology, anthropology, economics, and political science. Urban leaders and citizen-activists from the greater Pittsburgh area are utilized as resource personnel, and students are exposed to urban life and potentialities in field trips throughout the region. Subjects to be explored include the urban political system, local administration of justice, intergovernmental relations, and the problems of the urban poor. Particular emphasis is placed upon efforts to solve existing problems, including govern-

mental reform, reform politics, urban redevelopment, welfare and retraining programs, drug cure and rehabilitation, comprehensive planning, and mass transit.

Other interim courses will include the following:

Biology:	Marine Biology at Pigeon Key Biological Field Station, University of Miami, Florida
Chemistry:	Instrumental Methods of Chemical Analysis
Education:	Cultural, Social, Teaching and Living Experiences in Off-Campus Stations in Appalachia and in Colorado
English:	The Documentary and Experimental Film Interrelations among the Arts
Music:	Jazz through Improvisation
Philosophy:	Law and Morality
Political Science:	The Arab-Israeli Conflict
Sociology-Anthropology:	North American Non-Peasant Agriculture Ethnic Groups and Revitalization The Afro-American Field Trip to Mexico: Mesoamerican High Cultures

COURSES OF STUDY

Each academic department offers Independent Study and the Tutorial.

ART

Drawing
Painting
Design
Open Studio
Print Making
Fundamentals of Film Making
Three-Dimensional Studio
Ceramics
Survey of the History of Art
Nineteenth Century Painting
Problems in Modern Art
Ancient Art
Medieval Art
American Art
Italian Renaissance Art
Italian Baroque
The Baroque Outside of Italy
Independent Study in Art History
Independent Study in Applied Art

BIOLOGY

Freshman Seminar: Issues in Human Ecology
Freshman Seminar: Biological Aspects of Sexual Function
Invertebrate Zoology (Lecture and laboratory)
Animal Physiology (Lecture and laboratory)
Comparative Chordate Anatomy (Lecture and laboratory)
Comparative and Experimental Embryology (Lecture and laboratory)
Advanced Embryology (Lecture and laboratory)
Hormones and Behavior
General Microbiology (Lecture and laboratory)
Plant Physiology (Lecture and laboratory)
Botany (Lecture, laboratory and/or field work)
Genetics
General Biology (Lecture and laboratory)
Genetics Laboratory
Ecology (Lecture and laboratory)
Drugs
Molecular Biology (Lecture and laboratory)
Histology (Lecture and laboratory)
Interim: Marine Biology at Pigeon Key Biological Field Station,
University of Miami, Florida
Special Topics

CHEMISTRY

Freshman Seminar: General Chemistry
Contemporary Topics in Chemistry
Structural Chemistry (Lecture and laboratory)

Elementary Analytical Chemistry
Organic Chemistry
Biochemistry (Lecture and laboratory)
Quantitative Analysis Laboratory
Elementary Organic Laboratory
Organic Chemistry Laboratory
Seminar in Current Research Methodology
Physical Chemistry (Lecture and laboratory)
Interim: Instrumental Methods of Chemical Analysis
Topics in Analytical Chemistry
Advanced Inorganic Chemistry
Organic Analysis (Lecture and laboratory)

DRAMA

Freshman Seminar: Form in Performance
Freshman Seminar: George Bernard Shaw, Man of the Theatre, Man of the World
Theatre Workshop
First Course in Theatre
Acting
American Drama
Modern British Drama
Dramatic Criticism
Theatre History
Approach to Creative Dramatics
Early European Drama
Modern European Drama
Directing

ECONOMICS

Freshman Seminar: Economics: A Social Science
The American Economic System: Macroeconomics
The American Economic System: Microeconomics
Seminar: Macroeconomics
Seminar: Microeconomics
Money and Banking
Public Finance
The Economics of Underdeveloped Countries
Demographic Economics
Introduction to Urban and Regional Economics
International Economics
History of Economic Thought
Government and the Economy

EDUCATION

Seminar in Education
Communication Skills and the Arts
The Contemporary Preschool
The Contemporary Elementary School
Principles of Secondary Education
General and Specific Teaching Methods for the Secondary Level
Approach to Creative Dramatics
Child Learning through Movement Performance
Interim: Cultural, Social, Teaching and Living Experiences in an Off-Campus Station
Junior Field and Seminar Study for Elementary Students
Teaching in an Urban Setting

Elementary School Observation and Student Teaching
Senior Seminar for Elementary Student Teachers
Secondary School Observation and Student Teaching
Senior Seminar for Secondary Student Teachers

ENGLISH

Freshman Seminar: Politics and the Novel
Freshman Seminar: *The Waste Land*
Freshman Seminar: Artists, Writers and Musicians
Freshman Seminar: Reading Poetry
Freshman Seminar: The Thrust of Language
Early British Literature
Literature of the English Renaissance
The Augustan Age
The Age of Johnson
English Literature: 1800-1900
Literature of the Twentieth Century
Major American Writers to the Civil War
Major American Writers since the Civil War
Chaucer: Shorter Poems and *Troilus and Criseyde*
Chaucer: *The Canterbury Tales*
Homer and Dante in Translation
Shakespeare: History Plays, Comedies, Sonnets
Seminar: Shakespeare's Sonnets and Tragedies
Seminar: Donne and Milton
Seminar: Pope and Swift
Seminar: Dickens and Trollope
Seminar: Beckett, Joyce, and Yeats

Seminar: Faulkner
The Rise of the Novel
Nineteenth Century English Poets
The Nineteenth Century English Novel
Modern American Poetry
The Development of the American Novel
Tragic Modes
Comic Modes
Satiric Modes
Principles of Literary Criticism
Introduction to Linguistics
Advanced Exposition
Imaginative Writing
Men and Women in Society
Interim: The Documentary and Experimental Film
Interim: Interrelations among the Arts
Seminar: Creative Writing
Seminar: American Studies. Expressions of the American Experience

HISTORY

Freshman Seminar: The Heroic Age
Freshman Seminar: The Modernization of Europe
The Formation of Europe
The Atlantic World to 1860
European Society to 1600
History of the Ancient Orient and the Greek States
History of Rome and the Roman World in the Christian Era
History of the Early Middle Ages

History of the High Middle Ages
Renaissance and Reformation
The Age of Reason and Enlightenment
Modern Nationalism: European Beginnings of a World Movement
The Two World Wars: European Origins and Consequences
Special Topics in History: Seminar in Middle Europe
Political and Constitutional History of Early Modern Britain
Social History of Modern Britain
History of the British Empire and Commonwealth from 1783 to the Present
History of Tsarist Russia
The Russian Revolution and the Soviet System
An Introduction to Asian Civilization
Latin American History: The Colonial Period
Latin American History since 1825
History of the United States to 1865
History of the United States since 1865
Social and Intellectual History of the United States to 1865
Social and Intellectual History of the United States since 1865
The United States in the Twentieth Century, to 1933
The United States in the Twentieth Century, from the New Deal to the Present
History of the American Revolution, 1763-1787
Historiography
Special Topics in History: American Civil War and Reconstruction
Special Topics in History: Seventeenth Century English Revolution
American Studies Seminar: Expressions of the American Experience

MATHEMATICS

Elementary Calculus, Physics, Applications (Lecture and laboratory)
Introduction to Modern Mathematics

Elementary Statistics
Problem Seminar
Mathematics Seminar
Intermediate Analysis
Advanced Analysis
Abstract Algebra
Physics (Lecture and laboratory)
History and Philosophy of Mathematics
Geometry-Topology-Analysis

MODERN LANGUAGES

FRENCH

Freshman Seminar: The Youthful Hero and Heroine in Contemporary French Fiction
Elementary French
Intermediate French
Grammar and Composition
Pronunciation and Conversation
The French Literary Tradition
French Civilization
Seminar
The Seventeenth Century Theater
The "Philosophes"
The Symbolist and Parnassian Poets
Realism in the Nineteenth Century Novel
The Contemporary Novel
The Contemporary Theater
Seminar: The French Art Song
Novel to Film

GERMAN

Elementary German
Intermediate German
Grammar and Composition
Survey of German Literature
Seminar
The Classical Period
German Literature of the Nineteenth Century
Modern German Literature

RUSSIAN

Beginning Russian
Intermediate Russian
Grammar and Composition
Composition, Grammar and Conversation
Survey of Russian Literature
Russian Masterpieces in Translation
Dostoevsky in Translation

SPANISH

Elementary Spanish
Intermediate Spanish
Spanish Grammar and Composition
Introduction to Spanish Literature
Spanish Civilization

Spanish American Literature
Spanish Literature of the Golden Age: Drama
Spanish Literature of the Golden Age: Non-Dramatic
Spanish Literature of the Nineteenth Century
Spanish Literature of the Twentieth Century
Seminar

Yoruba

MUSIC

Seminar in General Music
Materials of Music
Counterpoint
Music through the Renaissance
Music in the Americas
Baroque Masters: Bach and Handel
Viennese Classical Music
Opera through the Nineteenth Century
The Solo Song
Opera in the Twentieth Century
Music of the Nineteenth Century
Contemporary Music
Interim: Jazz through Improvisation
Non-Western Music: Primitive
Pianos, Pianists and Piano Playing
History of Music
Applied Music: Voice, Piano, Organ, Violin, Viola, Orchestral Instruments
Choir
Instrumental Ensemble

PHILOSOPHY AND RELIGION

PHILOSOPHY

Freshman Seminar: Applied Philosophy
Freshman Seminar: Selected Readings in Philosophy
Introduction to Philosophy: Logical Problems
Introduction to Philosophy: Philosophical Issues
Advanced Introduction to Philosophy: Problems in Knowing
Logic
Interim: Law and Morality
History of Philosophy: The First Western Philosophers
History of Philosophy: Medieval and Renaissance Philosophy
History of Philosophy: From Descartes to Kant
History of Philosophy: The Nineteenth Century
Contemporary Ethical Theory
Seminar: Selected Themes and Problems in Philosophy
Philosophy of Art
Philosophy of Religion
Contemporary Philosophy
Phenomenology and Existentialism
American Philosophy
Asian Philosophy

RELIGION

Freshman Seminar: Exponents and Critics of Religion
Phenomenology of Religion
Introduction to Religion in the West
Modern and Contemporary Christian Thought

Theological Ethics
Seminar in Theological Ethics

PHYSICAL EDUCATION

Child Learning through Movement Performance

SPORTS

Archery and Bowling
Fencing
Golf
Racket Techniques—Tennis, Badminton
Skiing—Conditioning and Techniques
Self-Defense
Soccer and Volleyball
Basketball, Softball
Swimming, Aquatic Skills
Life Saving and Water Safety Instructors

DANCE

Introduction to Modern Dance
Modern Dance for Intermediates

POLITICAL SCIENCE

Freshman Seminar: Technology and Utopia
Introduction to Political Science

The Study of Political Science
American Political Process
Political Parties and Electoral Behavior
American Subnational Politics
The American Judicial Process
International Relations
United States Foreign Policy
Comparative Politics of Western Europe
Interim: The Arab-Israeli Conflict
Rural Politics—Populism and Peasant Revolts
The Politics of Minority Groups
Political Thought and Problems of Belief
American Political Thought
Reason, Revolution and the Enlightenment
Asian Politics
African Politics
Seminar: Marxism
Comparative Marxist Theory
Black Nationalism
Marxism and Black Ideology
Government and the Economy

PSYCHOLOGY

Freshman Seminar: Conceptions of Man
General Psychology
Advanced General Psychology
Research Design
Learning: Basic Processes (Lecture and laboratory)

Verbal Learning and Cognitive Processes (Lecture and laboratory)
Perception (Lecture and laboratory)
Motivation (Lecture and laboratory)
Social Psychology (Lecture and laboratory)
Personality (Lecture and laboratory)
Behavioral Pathology (Lecture and laboratory)
Physiological Psychology (Lecture and laboratory)
Developmental Psychology (Lecture and laboratory)
Tests and Measurements
Psychology of the Afro-American
Seminar
History and Systems of Psychology
Special Topics

SOCIOLOGY—ANTHROPOLOGY

Introduction to Sociology
Early Man and Culture
Cultural Anthropology
Social Control and Social Change
Methods of Social Research
Workshop in the Analysis of Primary Materials
Contemporary Social Research
Culture, Social Structure, and Personality
History and Development of Sociological Theory
Contemporary Social Theory
Public Policy and Urban Affairs
Ethnic Minorities
Complex Organizations

Studies in Comparative Modern Social Organization
Social Movements
Social Stratification
Studies in Social Change: Social Systems and Ideologies of Colonialism
Community Studies
Economic Anthropology
Language and Culture
Comparative Island Cultures: Oceania, Polynesia, Melanesia, Micronesia, Papua-New Guinea
Latin American Cultures: South America
European Peasant Societies and Cultures
Cultures of Sub-Saharan Africa
Political Anthropology
Peoples of Asia
Anthropology of Religion
Comparative Social and Cultural Institutions
Interim: North American Non-Peasant Agriculture
Interim: Field Trip—Mesoamerican High Cultures
Interim: Women in the Development of Social Anthropology
Interim: Ethnic Groups and Revitalization
Interim: The Afro-American

PROGRAM IN BLACK STUDIES

NEW PERSPECTIVES IN LEARNING
Education: Teaching in an Urban Setting
Modern Languages: Yoruba
Political Science: Black Nationalism
Political Science: Marxism and Black Ideology

Psychology: Psychology of the Afro-American
Independent Study
Tutorial
Economics: Demographic Economics
History: An Introduction to Asian Civilization
Music: Non-Western Music: Primitive
Philosophy: Asian Philosophy
Political Science: The Politics of Minority Groups
Political Science: Asian Politics
Political Science: African Politics
Sociology-Anthropology: Social Stratification
Sociology-Anthropology: Studies in Social Change: Social Systems and Ideologies of Colonialism
Sociology-Anthropology: Comparative Island Cultures: Oceania, Polynesia, Melanesia, Micronesia, Papua-New Guinea
Sociology-Anthropology: Latin American Cultures: South America
Sociology-Anthropology: People of Asia
Interim: Sociology-Anthropology: The Afro-American
Interim: Sociology-Anthropology: Ethnic Groups and Revitalization
Interim: Sociology-Anthropology: Field Trip—Mesoamerican High Cultures

The College

HISTORY

In 1869 a group of civic-minded Pittsburghers took the initiative in establishing in the city a college which would offer women students an educational program comparable to the finest offered young men.

The college was Pennsylvania Female College and, unlike many women's colleges which began as seminaries, it was from the beginning a full-fledged college offering the baccalaureate degree.

Twenty-one years after its founding the name was changed to Pennsylvania College for Women. The action to amend the charter was started through student petition to the Board of Trustees.

In 1955 PCW became Chatham College in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the City of Pittsburgh is named.

The fully accredited, non-sectarian College has grown from 103 students to an enrollment of 600, from an 11-acre, one-building campus to its present 30 buildings on 51 acres. Currently the College has an endowment of over ten million dollars in market value.

Perhaps more important than its physical growth has been Chatham's educational growth. The College has long been a pioneer in curricular progress. Its new academic program, adopted in the spring of 1970, again places the College in the forefront of national educational reform.

THE CAMPUS

Chatham College is located in a residential section of Pittsburgh only a few minutes away from the cultural and civic centers of the city.

The College's 51-acre wooded campus contains 30 buildings. Dominating the center of the campus is the academic quadrangle with the Coolidge Hall of Humanities, the Falk Hall of Social Studies and the Braun Hall of Administration. This trio of buildings houses faculty and staff offices, classrooms, bookstore, post office, snack bar, language laboratory and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Completely renovated in 1966, it has large science laboratories as well as individual laboratory areas and the Earl K. Wallace Lecture Hall. Honoring one of Chatham's most distinguished alumnae, the Rachel Carson Memorial Reading Room contains approximately 4000 books and journals.

Completing the quadrangle is the Laughlin Memorial Library with approximately 90,000 volumes, and the Chapel which seats 700 people and has a four-manual Moeller organ with carillonic bells.

The College will begin construction soon on the Jennie King Mellon Library which will have space for 175,000 volumes as well as individual study areas and special seminar rooms. Adjoining the library will be a lecture hall-little theatre seating 300 people. The College also plans to construct a student-faculty center adjoining Andrew W. Mellon Hall, onetime home of the former Secretary of the Treasury. The center will house new dining facilities, post office, bookstore, coffee bar, and student activity and staff offices. Mellon Hall has a regulation-size swimming pool, bowling alleys and meeting rooms.

Chatham's student residences are unique in that they provide a variety of living experiences. During her four years at the College a student can live in the traditional college dormitory such as Woodland or Dilworth Halls, in an apartment suite such as those in Pelletreau Hall, or in the homelike atmosphere of the Julia and James Rea House or the Marjory Rea Laughlin House. Students may also live in the stately Benedum Hall, once the home of oilman Michael L. Benedum. The Art Studio is located on the grounds of this former estate.

The campus also includes a three and one-half acre recreation field, four all-weather tennis courts, and the Physical Education Center with a large gymnasium, dance studio, classrooms and seminar rooms.

Chatham's campus, spread over rolling hills, is especially admired for its splendid landscaping, a handsome academic center in a major business and cultural metropolis.

THE COMMUNITY

The Chatham College community of 75 faculty members and 600 students provides a variety of experiences and yet assures each student individual consideration.

Most of Chatham's classes are small; over half have no more than 15 students enrolled, and the great majority have no more than 30. There are opportunities for seminar discussions and for numerous contacts with members of the faculty.

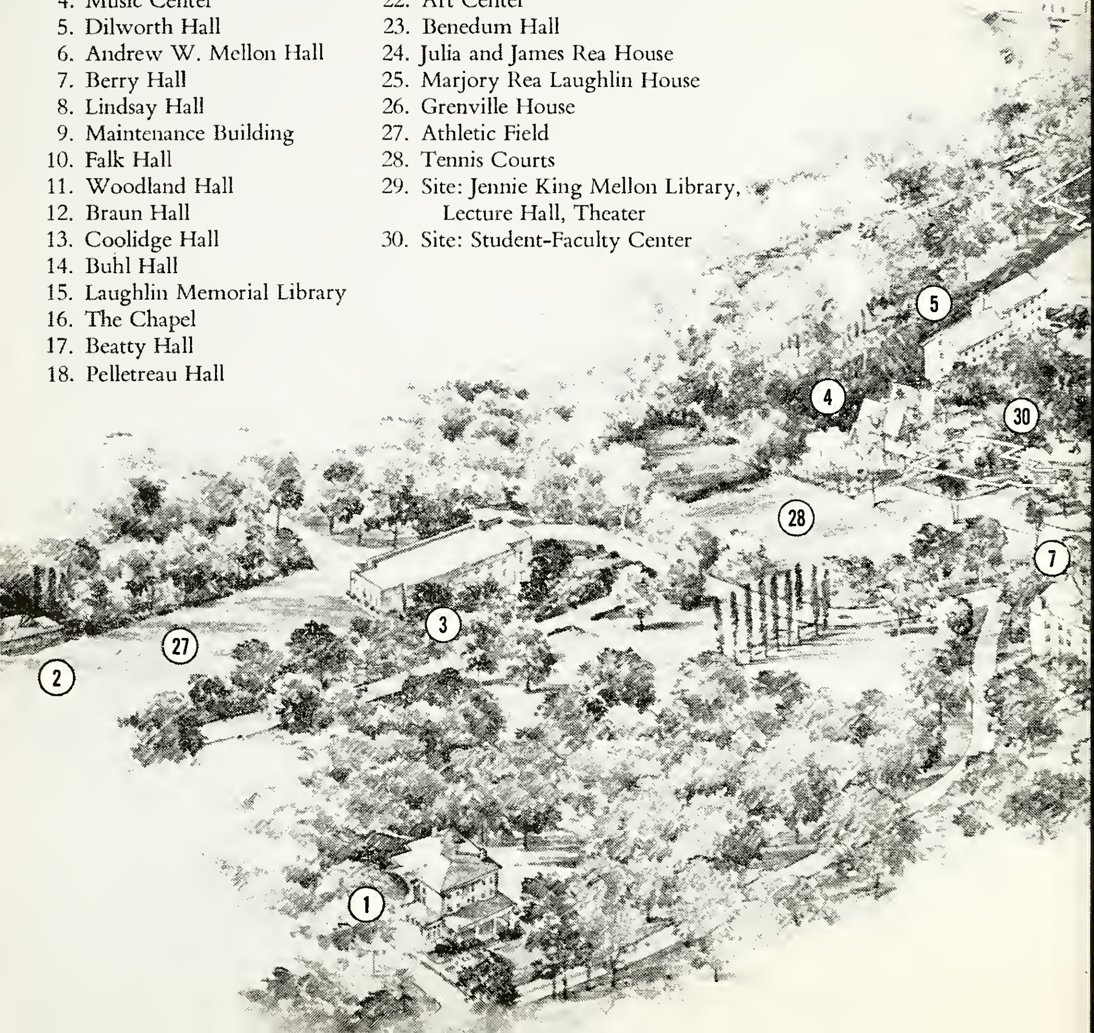
The quality of an educational institution is primarily dependent on the ability and training of its faculty. In this regard, Chatham is particularly fortunate. Its faculty is composed of men and women who are not only good teachers but take a personal interest in students and have the ability to embody the ideals of the liberally educated person.

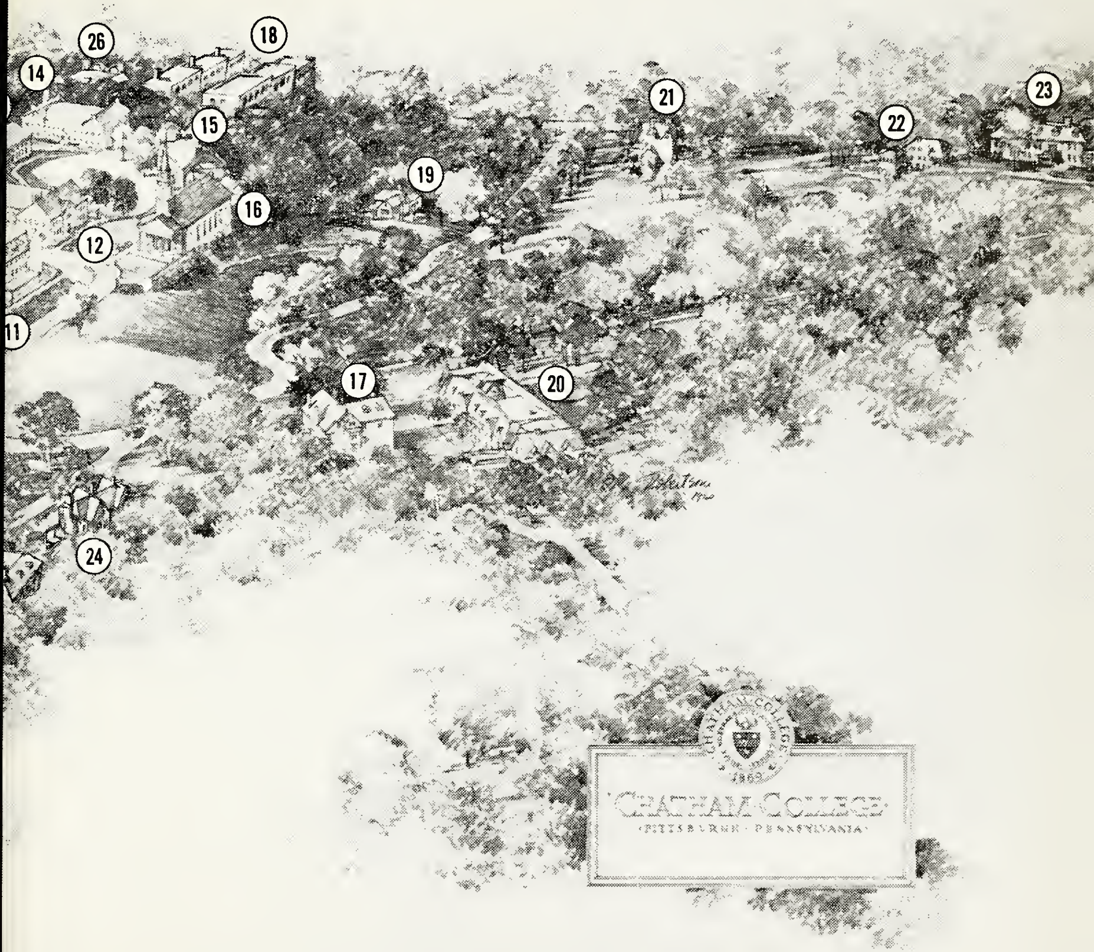
Chatham believes that students profit greatly from being instructed by and having access to creative teachers. In the faculty membership are artists, dramatists, musicians and scholars of major distinction. In addition to the permanent members of the faculty, Chatham invites nationally and internationally known artists and scholars to serve in residence.

Chatham students are chosen for their academic competence, motivation, enthusiasm for learning and their ability to develop and accept increasing responsibility for their own education and lives.

Chatham students represent diverse geographic, cultural, social, racial, religious and economic backgrounds as well as a variety of interests and talents in both academic and creative areas. A small number of foreign students are included in Chatham's enrollment

1. Gregg House
2. The Lodge
3. Physical Education Center
4. Music Center
5. Dilworth Hall
6. Andrew W. Mellon Hall
7. Berry Hall
8. Lindsay Hall
9. Maintenance Building
10. Falk Hall
11. Woodland Hall
12. Braun Hall
13. Coolidge Hall
14. Buhl Hall
15. Laughlin Memorial Library
16. The Chapel
17. Beatty Hall
18. Pelletreau Hall
19. Mary Acheson Spencer House
20. Fickes Hall
21. Gateway House
22. Art Center
23. Benedum Hall
24. Julia and James Rea House
25. Marjory Rea Laughlin House
26. Grenville House
27. Athletic Field
28. Tennis Courts
29. Site: Jennie King Mellon Library, Lecture Hall, Theater
30. Site: Student-Faculty Center

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CHATHAM COLLEGE
1869
CHATHAM COLLEGE
· PITTSBURGH · PENNSYLVANIA ·

each year. These students have come from Argentina, Colombia, Egypt, France, Germany, India, Iran, Japan, Kenya, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda and Hong Kong.

A vital part of each student's daily academic life is the Chatham College Honor Code, a code which reflects acknowledgement of the student's obligations not only to herself but to her fellow classmates, the College and the broader society. Every student, upon admission, automatically accepts the Honor Code.

Residence hall life is considered an integral part of the College's total program. Many social and academic activities such as seminars, discussions with guest lecturers, parties and open houses take place in the lounges of the residence halls. Each residence hall has mature, responsible individuals or couples serving as counselors. Students whose parents live outside Pittsburgh and its neighboring communities are required to live on campus.

Permission is given to 15 seniors, age 21, to live off-campus. These students assume full responsibility for their living and meal arrangements.

All students, whether resident or commuting, may share in all College activities. Commuting students are part of the social as well as the academic life of the College. The Day Students' Apartment in Dilworth Hall, with its living room, bedroom and kitchen facilities, is set aside for their use exclusively. Day students have their own organization and their president is a member of the Chatham Student Government Board.

Chatham regards its students as effective participants in College affairs. By serving as voting members on almost all the College's planning and policy committees, students have played an important role in helping to develop the College of which they are a vital part. Students served on the committees which helped to shape Chatham's new curriculum and they also have assisted in planning the new library and student-faculty center. In addition, student representatives attend faculty meetings and student committees help in the interviewing of new members of the faculty and staff.

Honor societies at Chatham are Mortar Board and the Omicron of Pennsylvania Chapter of Phi Beta Kappa. A student-affiliate chapter of the American Chemical Society meets regularly on campus.

Chatham's student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. All students are invited to contribute their artistic, writing or business talents to these publications.

Opportunities abound for students with dramatic or musical abilities. Students interested in theatre arts may write, stage, direct or take part in the production of plays. Students interested in music may participate after audition in the College choir or other campus musical groups and in various Pittsburgh orchestral and choral groups.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, skiing, swimming, tennis, bowling, fencing and canoeing. Arrangements can be made with nearby parks for horseback riding and golf. There are interclass sports competitions as well as Chatham teams competing with teams from nearby colleges.

THE CITY

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a combination of private and public interest, Pittsburgh has become in recent years one of the most vital and progressive cities in the country.

While over two billion dollars have been spent by industry to modernize the city, Pittsburgh's civic and cultural activities have not been allowed to lag. The varied facilities of a fascinating city are within minutes of the campus.

Most Chatham students take advantage of the opportunity to attend performances by the Pittsburgh Opera, the Pittsburgh Symphony Orchestra, the Pittsburgh Playhouse, the Chamber Music Society, and the readings of the world's most distinguished poets in the International Poetry Forum, as well as numerous other recitals, plays, concerts and programs.

The International Exhibition of Contemporary Painting, sponsored every three years by the Carnegie Institute, is world famous. The Institute also sponsors many special exhibitions, and these, together with the permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. The Arts and Crafts Center, a few blocks from the campus, has exhibits each month. Other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is a short distance from the campus. Its large collection of volumes supplements the libraries of the colleges and universities in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Many Chatham students participate in volunteer service projects in the city. Tutoring groups aid local schools and community centers, students serve in hospitals, youth organizations and a wide variety of health and welfare organizations.

Students also find the city of great value as a laboratory for course work. For example, sociology students work in settlement houses; education students do student teaching in surrounding schools; choral students participate in concerts with orchestras and other instrumental groups; and political science students work in the election process.

SPECIAL PROGRAMS

Chatham College's public programs are planned to supplement what Pittsburgh offers in the arts and sciences. The hour from 11 to noon every Tuesday and Thursday morning is reserved for these all-campus programs. In addition, evening programs are scheduled at regular intervals through the year.

The special programs and series scheduled during the year at Chatham are listed below, followed by a roster of lecturers, visitors and events during 1969-70.

THE CHATHAM VISITORS PROGRAM is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days; there is no formal lecture or schedule. The program is intended as a dialogue providing insights at a high level.

THE CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by leading American spokesmen presenting a variety of viewpoints, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by grants from The Maurice and Laura Falk Foundation and from the Leon Falk Family Trust.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE 1969-70

CHATHAM VISITORS

David Riesman, Henry Ford II Professor of Social Sciences, Harvard University

Charles Bohlen, Former Ambassador to the Soviet Union, the Philippines and France

David Amram, Composer, conductor and author

Margaret Mead, Curator of Ethnology, American Museum of Natural History

Jesse Unruh, Former Speaker of the House, California Legislature, and past President of the National Conference of State Legislative Leaders

Edwin and Mary Scheier, Artists in ceramics, wood, prints and tapestries

George Wald, Higgins Professor of Biology, Harvard University and Nobel Laureate

PROGRAMS IN THE ARTS

National Shakespeare Company in *A School for Wives*

Henry Spinelli, Pianist

Bach's *Well-Tempered Clavier* performed in its entirety by Eunice Norton, pianist

An Evening of Jazz with the Amram-Barrows Quartet
Russell Wichmann, Organist
Paintings and Drawings of Joseph Shepler and Philip Pearlstein
Alumnae Centennial Art Exhibit

SPECIAL LECTURERS

Michael Oksenberg, Assistant Professor of Political Science, Columbia University
Claude Brown, Author of *Manchild in the Promised Land*
James M. Gustafson, Professor of Christian Ethics, Yale University
Richard Wade, Professor of History, University of Chicago

SERIES OF LECTURE-DISCUSSIONS ON THE MIDDLE EAST

Morroe Berger, Professor of Sociology, Princeton University
Gustave von Grunebaum, Professor of Near Eastern History and Director of the Near Eastern Center, University of California, Los Angeles
Trevor J. LeGassick, Associate Professor of Arabic, University of Michigan
Theodore Bowie, Professor of Fine Arts, Indiana University
Dankwart A. Rustow, Professor of International Social Forces, Columbia University
Iliya Harik, Associate Professor of Political Science, Indiana University
Leonard Binder, Associate Professor of Political Science, University of Chicago
Wilfred Cantwell Smith, Professor of World Religions and Director of the Center for the Study of World Religions, Harvard University

Academic Procedures

ACADEMIC ADVISING

The College's open curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

Each entering freshman will be assigned a faculty adviser from a group of freshman advisers appointed by the Provost. Before the beginning of classes freshmen will meet with their advisers, who will have received information concerning each advisee, in order to discuss in depth a program for the first term. So that freshmen will have sufficient time to become fully aware of the nature of courses open to them, registration for freshmen will not be held until after the first full week of classes. During this period freshmen will be free to attend all courses in which they might enroll, except Freshman Seminars, for which students will have pre-registered. This deferred registration date will permit additional contact between student and adviser.

Ordinarily a student will remain with the freshman adviser until a tentative major or focal interest has been chosen, which could be as early as the end of the first term of the freshman year, and usually would not be later than the second term of the sophomore year. At that time the student will apply to the chairman of the department of her choice or the professor of her choice in the case of a major which is not departmental. In this determination of a major adviser, students should be as free as possible to choose or to change their advisers, subject only to the need for roughly balanced advising responsibilities among the faculty. Entering transfer students will select advisers according to the above procedures after consultation with the Assistant Provost.

During the second half of each of the long terms a week will be designated as advising week. During that week it will be the responsibility of every adviser to provide a one hour's scheduled appointment with each of his advisees. Advisers should make additional time available throughout the academic year for advisees who need it. The advising week will also be the scheduled period for changing advisers.

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham College have an opportunity to avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, and Point Park College are members of the Pittsburgh Council on Higher Education.

The Council sponsors many interinstitutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-College and University Registration

Sophomores, juniors and seniors attending a Pittsburgh Council on Higher Education member institution may participate in a cross-registration program which permits them to enroll in one course each term (except for the University of Pittsburgh's third term) at another member institution. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in off-campus courses which are accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made. Additional information may be obtained from the Registrar.

CARNEGIE-MELLON UNIVERSITY

Chatham College and Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers of both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Provost of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1970-71 program are courses in The Economic Development of U.S.S.R., Comparative Communist Social Systems, Political Systems of Eastern Europe, and Marxism. Chatham students should inquire at the Office of the Provost for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

CARLOW COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College (formerly Mount Mercy College) without extra charge.

STUDY ABROAD

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. This may be during one of the terms, the academic year, the interim, or the summer. Most academic year programs are designed for juniors; interim and summer programs for all classes. While the Committee sets no academic performance level as a criterion for its approval, the well-established selective programs to which serious students aspire do so in terms of general scholastic competence, some specific language skill, or both.

Chatham students are not limited to any single program but may select from numerous approved ones and hence are more likely to find educational experiences suited to their special academic needs. In the current academic year there will be ten juniors abroad in as many academic year programs and as many more in summer study.

Interested students are urged to file their applications well in advance of the filing dates required by their programs. Information about available year, semester, interim, and summer programs and the Chatham application blank may be obtained at the Office of Evaluation Services.

SUMMER STUDY

A student wishing to receive credit for summer study must secure, in advance of study, approval of both the course work undertaken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than *C* grade. Application for approval should be filed with the Registrar before May 1.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. Students may choose the Washington Semester with a focus on American national government; the Urban Semester with a focus on urban and metropolitan problems; or the International Semester with a focus on U. S. foreign policy and diplomacy. Each program enables the student to meet some of the nation's political and governmental leaders and to become associated with them. Each program includes an individual research project. Credits earned are applied to the fulfillment of the graduation requirement.

OFFICE OF EVALUATION SERVICES

This office undertakes that research which is needed from time to time for the evaluation of College programs or for the making of certain institutional decisions. It administers all programs of institutional testing and conducts general surveys. The office also collects study abroad information which it makes available to students.

PLACEMENT SERVICE

The College provides vocational information and career counseling through the office of the Director of Placement. Conferences are scheduled on campus with qualified experts participating in the discussion of job opportunities in various categories, and when advisable, field trips are arranged for closer observation. The Placement Office houses the Vocational Library which contains a wide range of material on career fields of particular interest to women.

Service is extended to seniors and alumnae in locating employment. The Director of Placement provides assistance in the preparation of credentials including personal data, work history, courses taken at Chatham, and necessary references. Such material is kept on file and sent to prospective employers on request. Personnel officers from industry, education and government visit the campus to interview students interested in particular fields. Effort is also made to issue current information on summer and part-time opportunities available to undergraduate students.

Admission

Chatham's new academic program is described on pages 1-6. In keeping with its academic emphasis, the College seeks to enroll competent and highly motivated students who have an enthusiasm for learning and the capacity for developing increasing responsibility for their own education and lives. In the process of acquiring and developing the skills and patterns by which they expect to live, students can expect support and advice from highly qualified and creative teachers.

From the total applicant group, the College selects those candidates who show the strongest evidence of these qualities. Evaluation is made on the basis of the candidate's record, recommendations, the interview, and all additional pertinent information made available by the candidate and/or the high school. In the process of selection the College also endeavors to enroll students representing a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—and having diverse interests and talents in both academic and creative areas.

The student's four-year high school program should show an emphasis in English, foreign languages, history and social sciences, mathematics and science. This emphasis does not necessarily mean uniformity, either in subjects studied or in the number of units in any subject, nor should it exclude other elective courses such as art, music, and drama.

The student should keep in mind that her course selection should prepare her to do successful college work, not merely gain admission to college. Her records should indicate that she has taken advantage of the opportunities made available to her and that she will continue to do so.

The requirement of College Board entrance examinations has been suspended at Chatham for an experimental three-year period, beginning in 1971. This is the student's guarantee that all of her other records will receive closest attention. The College believes that too much stress is placed on College Board scores at the present time and that the scores do not necessarily reflect fairly the ability or motivation of a potentially successful student.

Candidates may submit test results (College Boards, American College Testing, etc.) if they believe the information will be helpful to the Committee on Admission. Prior to enrollment, but *after* admission decisions are made, all new students will be requested to submit results of the College Entrance Examination Board Scholastic Aptitude Test taken during the junior or senior years. These scores will be used for study purposes by the Office of Evaluation Services during the experimental period.

ADMISSION PROCEDURE FOR FRESHMEN

The admission procedure is a cooperative one between the student and the College. Upon the completion of the procedure, each party should have gained sufficient knowledge to make a reasonable and informed evaluation of the other. The College believes that its responsibility is to share with the applicant as much information as possible regarding academic programs, campus activities, and student life; the applicant's responsibility is to provide the required supporting credentials for her application and to keep the College advised of information which will be helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

The procedures for making application for admission are as follows:

1. File an application for admission with the Admissions Office, together with a non-refundable $20.00 processing fee. The application form may be obtained by writing to the Admissions Office. The fee may be waived in cases of extreme financial hardship. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Early application is advisable to assure prompt completion of all preliminary arrangements and credentials. The date of application is not considered in the selection of candidates, but Freshman Seminar and dormitory assignments are made according to the date on which applications are received. To be assured of full consideration and space in class and dormitory, candidates should apply before March 1 for fall entrance and before December 15 for February entrance.

2. (Optional, but strongly recommended.) Arrange to visit the campus and have a personal interview. An interview and campus visit are not required but are recommended for each prospective student before or after filing an application. The College welcomes prospective students and their families. The best way for a prospective student to become acquainted with Chatham is by touring the campus with a student guide, talking with students, faculty and staff, and observing one or more classes if time and circumstances permit. Every effort will be made to arrange at least one class visit for student visitors, Monday through Friday.

The Admissions Office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12 noon from September to June. During the summer months, the office is not open on Saturdays. In order that students may talk with an admissions counselor or faculty members and have an opportunity to tour the campus with a student guide, *visitors are urged to make an appointment in advance with the Admissions Office*. In the event a student cannot come to the campus, she is encouraged to take the initiative to arrange for an interview with an Alumnae Representative (see pages 73-78 for names and addresses of Alumnae Representatives).

Upon receipt of the application, the College will provide the applicant with transcript and recommendation forms to be completed and returned to the College by her principal/counselor and two teachers best qualified to judge her academic ability and motivation. It is preferred but not required that one of the recommendations be from an English or foreign language teacher. This preference is expressed in view of the concern of the Chatham faculty regarding students' precise and logical use of language(s) coupled with the recent suspension of the College Board Scholastic Aptitude Test and English Achievement Test from the admission requirements. If a candidate so desires, she may request an individual with whom she has worked closely on a project or program in or out of school to submit a fourth recommendation in her behalf.

The applicant's credentials will be presented to the Admissions Committee for its decision in March. The majority of applicants will be considered by the Committee on Admission at the regular spring meetings. At this time, additional data including the record for the first semester of the senior year will be on file. The decision will be mailed to the applicant early in April. Accepted applicants are asked to reply by May 1.

TWO EARLY DECISION PLANS

The Early Decision on Admission Plan at Chatham is a *first choice* plan and is designed to give assurance early in the senior year in high school to qualified students whose firm first choice is Chatham. This plan permits the candidate to initiate other applications for admission should this seem advisable, but the candidate withdraws such applications when notified by Chatham of acceptance and financial aid, if needed.

There are *two* time schedules for Early Decision Admission candidates. Applicants who apply before November 1 of the senior year and whose credentials include high school records through junior year and counselor's and teachers' recommendations may be granted admission and so notified as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission in early February. Financial aid will be granted to accepted Early Decision applicants who qualify on the basis of financial aid; decisions about aid will be announced simultaneously with decisions on admission.

For detailed information concerning the Early Decision Admission plans, write to the Admissions Office.

EARLY ADMISSION

Chatham believes that most students profit from four years in secondary school. However, unusually mature and able students who will have completed all except one year in high school may apply for early admission to Chatham. These candidates should present valid reasons for wishing to accelerate, and have the support of their parents, teachers, and counselors. Early admission candidates are required to come to the campus for interviews with a member of the admissions staff, a faculty member of the Admission Committee and/or the Provost.

INFORMATION CONCERNING ADVANCED PLACEMENT PROGRAM

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement examinations of the College Board. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations; fulfillment of some introductory prerequisite courses is granted whenever appropriate for grades 3, 4, or 5.

Candidates for freshman admission who have completed satisfactorily college level courses at accredited institutions prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

ADMISSION PROCEDURE FOR TRANSFERS

Chatham welcomes the opportunity to discuss future education plans with transfer candidates including junior college and community college graduates. Students from accredited colleges may be admitted to advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level. Liberal arts courses in which the final grades are C, or higher, are transferable. Non-graded courses (e.g., pass/fail) will be evaluated for transfer in terms of their local definitions.

Applicants for admission to Chatham from non-accredited or newly founded institutions which have not yet been awarded full accreditation, and those who wish to apply after extended absence from college study, should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham, should be taken. The examination results along with the applicant's previous school and college records will be used in making a final decision.

Qualified adults who may never have taken any college level courses for credit and who wish to demonstrate their eligibility for admission with advanced standing should take the College-Level General Examination as an initial step in planning for college. Such persons are encouraged to arrange an appointment through the Admissions Office to discuss their plans.

Students considering transfer to Chatham College for September, January, or February entrance are encouraged to familiarize themselves with the academic program and graduation requirements, and to consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should follow the procedure outlined below:

1. File an application on a form obtained from the Admissions Office and attach a statement giving the reason for leaving the present college and the reason for choosing Chatham. A processing fee of $20.00, which is non-refundable, must be enclosed.

2. Request the college last attended to send an official transcript of the work taken up to the time of making application to Chatham.

3. Send a marked copy of the catalogue of the college last attended and indicate the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of any Advanced Placement Examination Reports or College-Level Examination Program test results which may have been taken either prior

to or during attendance at the present college. No new entrance examinations are required unless specifically requested by Chatham.

5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
6. At the close of the semester, just prior to entrance, request the college from which the student is transferring to send a final and complete transcript of record.

See page 55 for information concerning financial aid for transfer students.

ADMISSION PROCEDURE FOR PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Women who are or are not candidates for bachelor degrees, who have earned degrees but wish to update their major fields, achieve teacher certification, or explore new interests, or whose education was interrupted or postponed, may be admitted on a part-time basis to classes in which there is space available and for which their educational background and experience qualify them. Such highly motivated persons are encouraged to apply and observe the following procedures:

1. Arrange for a personal interview through the Admissions Office.
2. File an application for admission with the Admissions Office. A processing fee of $20.00 which is not refundable must be enclosed.
3. Submit transcripts from the college(s) attended as well as from high school.

Part-time students may carry a maximum of two courses each term. A minimum of a C average must be achieved for the first term in order to be eligible to continue for a second term. A part-time student may later petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective. Fees for part-time students are listed on page 48.

READMISSION

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 43) and arrange for a personal interview with the Provost, Assistant Provost or Dean of Students. Completed applications with processing fee of $20.00 should be directed to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. Such applications normally are acted upon with those of students new to the College by the Committee on Admission; however, preference is given to former students.

FOREIGN STUDENTS

Every year Chatham welcomes a small number of foreign students. In recent years these students have come from Egypt, England, France, Hong Kong, Indonesia, Italy, Kenya, Pakistan, Sweden, Switzerland and Uganda. Some enrolled independently and others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College or the Institute no later than January 15 preceding the fall they wish to enroll.

Evidence of competence in use of the English language is required as a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is limited and rarely covers the full cost of tuition, room and board.

Financial Procedures

CHARGES AND EXPENSES

Since the College Bulletin is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are projected for the academic year 1971-72. Each student actually pays only 55 percent of the cost of her Chatham education. Private gifts and income from endowment, therefore, must meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are encouraged to do so.

FEES

Application for admission $20.00

The application fee is not refundable (see page 40) and is not credited on any College bill.

Deposit $50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 49).

RESIDENT STUDENTS

Charges for resident students for the year:

Tuition	$2100.00
Room and Board	1240.00
Student Activities Fee	60.00
	$3400.00

Payable in 1971-72:

By May 1, 1971 for new students; by April 20, 1971 for returning students	$ 150.00
On or before July 15, 1971	1650.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15, 1972	1600.00
	$3400.00

COMMUTING STUDENTS

Charges for commuting students for the year:

Tuition	$2100.00
Student Activities Fee	60.00
	$2160.00

Payable in 1971-72:

By May 1, 1971 for new students; by April 20, 1971 for returning students	$ 150.00
On or before July 15, 1971	1010.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15, 1972	1000.00
	$2160.00

If financial aid is granted, one-half of the amount of the grant and loan should be deducted from the July payment and the balance from the January payment. Earnings from guaranteed work are paid monthly directly to the student.

A part-time student is one who takes fewer than three course units. Such students are charged at the rate of $250.00 per course unit. A student taking as few as three and as many as four and one-half course units in a term will be classified as a full-time student and will be charged full tuition.

An advance payment of $150.00 for all returning students, both resident and commuting, must be paid by April 20. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to open the opportunity to another qualified student. Late registrants pay a $25.00 fee.

In addition, a one-time deposit of $50.00 must be paid by newly registered students on or before the opening of their first term. This amount, less any bills due the College, will be refunded upon graduation or upon withdrawal.

The Student Activities Fee has been established by the Chatham Student Government and entitles each student to all student publications, admission to the College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and the Chatham Student Government.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with their first term bill, to help defray costs of their campus social and overnight quarters.

PROGRAM OVERLOAD FEE

Students who exceed the normal term program by the addition of a fifth full course are charged for the additional course at the rate of $250.00 per course unit. Bills will be issued following the terminal date for course changes.

SENIOR *IN ABSENTIA* FEE

When permission is granted under some emergency situation to a senior to complete all or a portion of her senior year requirement *in absentia,* she will be charged a $250.00 fee. This fee will be waived if during the *in absentia* period the student is enrolled in and paying for the tutorial.

APPLIED MUSIC FEES

Private instruction in piano, organ, voice, violin, per term:

One hour lesson per week (one course unit)	$150.00
One-half hour lesson per week (one-half course unit)	$ 75.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the Music Department.

For students majoring in music, four course units of applied music may be taken in the junior and senior years without fee. All music fees are covered in the scholarships of Minna Kaufmann-Ruud Scholars.

APPLIED ART FEES

There is a $25.00 fee for supplies for students enrolled in the Art Department's Ceramics and Three-Dimensional Studio courses.

SPECIAL INTERIM COURSE FEES

There is no additional tuition, room or board cost to regularly enrolled full-time students for interim courses available on campus, except in a few instances for special supplies. Some interim courses may involve additional costs for travel.

Students visiting Chatham for the interim only will pay for interim courses at the rate of $250.00 per course unit. Visitors also will pay a non-refundable application fee of $25.00 and, if they wish to live on campus, a month's room and board charge of $160.00. Special costs for supplies or travel involved in a particular course are in addition.

MEDICAL SERVICES AND EXPENSES

The student must make her own arrangements for health and accident insurance. The College has planned for such a program with the Continental Casualty Company. This program is so comprehensive that it has the College's strong recommendation. Questions pertaining to the medical insurance program should be directed to the Bursar. Students file claims directly with the insurance agent. The fee for the program is $35.00 for 12 months.

The College maintains a student infirmary on campus which is under the direction of the College Physician and Resident Nurse. Students are responsible for making appointments to see the Physician. The Physician calls at the infirmary at stated office hours and is on call for emergencies at all other times.

A parent's written consent for treatment by the College medical staff is required. Parents also may elect to have their daughters treated by a physician of their own choice, in which case a written request should be in the infirmary records.

Provision for seven days of infirmary care is included in the resident student's fees. There is a charge of $4.00 a day for additional days in the infirmary. A charge is made for medicine if a special prescription is required. The College Physician charges the student for a portion of his services and the College bills the student.

As part of the services of the Dean of Students Office, the College also provides psychological consultation through a clinical psychologist and a consulting psychiatrist.

EXAMINATION FEES

A student who fails to take any examination that the College requires at the regularly scheduled time must pay a late examination fee of $10.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

CARE OF PROPERTY

Damage to or loss of College property will be charged to the student who is responsible.

REFUNDS

College operating expenses are planned on an annual basis and student charges, therefore, are also planned on an annual basis. No tuition refunds are allowed. An adjustment in board only may be made for resident students who must leave the College for an extended period due to illness or other emergency or who are dismissed.

No refunds of any kind are granted to students who do not participate in the interim. For those who do enroll in Chatham interim courses which are conducted elsewhere, a $40.00 board allowance will be credited towards the semi-annual charge. If absence does not span the whole interim, some prorated amount will be credited. No credit will be granted unless absence amounts to three or more days.

The date of withdrawal in relation to any refunds is the date on which the Dean of Students is informed of the fact in writing either by the parent or guardian or by the student.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the beginning of each term. Checks should be made payable to Chatham College and addressed to the Bursar.

Payments must be made on or before registration day. No exception will be made without written permission from the Bursar of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering at mid-year, whether before or after the interim, will be one-half the stated rates for the College year. Full-time seniors whom the Registrar certifies as attending only one term, or one term and the interim, for the purpose of completing final degree requirements will pay half the annual charges.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc., are given to students at the end of each month and payment is due in 30 days. Charging privileges are withdrawn if the account is delinquent.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through local banks or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Bursar. Requests should be made and forms completed prior to registration.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for aid are: financial need, academic achievement to expected level of individual ability, good work performance, and contribution to the community. Financial aid awards range from $100 to $3600 per year.

Three kinds of financial aid are offered to students with need: grant, work, and loan. A grant is awarded only in conjunction with work, and in most cases with a loan. A student works approximately six hours a week for a $290-$300 award and nine hours a week for a $430-$450 award.

Loans are available from two sources, the National Defense Student Loan Program and the Chatham College Loan Fund. From the National Defense Program, a student may borrow up to $1000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at three percent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the United States Armed Forces, the loan plus interest is canceled at the rate of ten percent for each year of teaching service up to 50 percent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America. It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

For specific approved elementary or secondary schools with a high concentration of students from low income families, a borrower may cancel 15 percent of her loan and interest to a maximum of 100 percent.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of three percent and must be completed within three years. In both programs monthly repayments are made to the College Bursar. A schedule of repayments should be arranged with her before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application fee to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR TRANSFERS

Students who enter Chatham having completed a two-year liberal arts transfer program at a junior or community college are eligible for financial aid as described for freshmen. All other students entering Chatham with advanced standing are eligible for financial aid in the form of loan and work only. After one year at Chatham, all students are eligible to apply for scholarship grants as well as work and loan awards.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for her own education by an increase in self-help: work and/or loan.

All financial aid awards are reviewed each year upon reapplication by the student, and are renewed if she meets the financial aid criteria of financial need, fulfilling her work commitment, contributing to the community and meeting the academic criterion.

A student's academic eligibility is based on her individual ability and achievement. If a student falls below her expected achievement, there will be a change in her financial aid, depending on her total college performance. She might get more self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships contributed by individuals, groups, and foundations, are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

SPECIAL CRITERIA PROGRAMS

COLLEGE WORK-STUDY, a federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: tutoring underprivileged children, working with retarded children, assisting in the archaeology department of a museum, organizing an opportunity center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

Special Criteria Scholarships

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training and other expenses. The amount of the scholarships may range from $100 to the full expense of attending Chatham.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The Foundation awards are for West Virginia residents only.

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Lucille Gay, Secretary

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Carolyn Loue, B.S.	Head Resident, Pelletreau Hall
Annette Simek, B.S.	Head Resident, Rea House
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Annette Yevick, B.A.	Head Resident, Benedum Hall

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Catherine Willett, Clerk

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Alice L. Peterson . . . . Executive Housekeeper
Rebecca Roberts, B.A. . . . . Bookstore Manager
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Dee Anshutz, Audio-Visual Assistant
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Kathleen Mason, Clerk
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William L. Bair, B.A., M.D. . . . . Consulting Psychiatrist
Mary Louise Reifer, R.N. . . . . Head Nurse

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B.A., Harvard University; M.A., George Washington University.

Philip J. Fairstone .... Librarian
B.A., University of Pennsylvania; M.L.S., Columbia University.

EMERITUS FACULTY

Mary Helen Marks, B.A., M.A., L.H.D.	Dean Emeritus
Arthur L. Davis, B.A., M.A., Ph.D.	Professor of German
Carll W. Doxsee, B.A., M.A., Ph.D.	Professor of English
Laberta Dysart, B.A., M.A.	Professor of History
Mabel A. Elliott, B.A., M.A., Ph.D.	Professor of Sociology
Mildred T. Evanson, B.A., M.A.	Professor of Drama
Edgar M. Foltin, J.U.Dr., Dr. habil	Professor of Psychology
Vanda E. Kerst	Professor of Speech
Effie L. Walker, B.A., M.A.	Assistant Professor of History
Earl K. Wallace, B.A., M.A., Ph.D., D.Sc.	Professor of Chemistry
Helene Welker, B.A.	Associate Professor of Music

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Janelle Greenberg . . . . Sociology
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Carolyn Howe . . . . Education
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Janet G. Humphrey . . . . Laboratory Assistant in Psychology
B.A., Swarthmore College.

Kahren G. Jones . . . . Resource Assistant in Art
B.A., University of Pennsylvania.

Solomon M. Kaplan...Religion
B.S., City College of New York; B.H.L., College of Jewish Studies;
M.H.L., Jewish Theological Seminary.

Joost Kiewiet de Jonge...Astronomy
Ph.D., Harvard University.

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B.S., University of Pittsburgh.

Bert P. Nemitz...Drama
B.A., University of Pittsburgh.

Mary G. O'Donnell...Mathematics
B.A., Seton Hill College; M.S., University of Pittsburgh.

Bayo Oduneye..Yoruba
Openshaw Technical College, Manchester, England; Royal Academy of
Dramatic Art, London.

Bernice M. Rosen..Dance
B.A., Brooklyn College; M.A., New York University.

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Howard A. Russell...Art Education
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Harry T. Sedinger . . . . Mathematics
B.S., University of Pittsburgh.

Russell C. Stang . . . . Drama
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B.S., Chatham College.

Mihail Stolarevsky . . . . Music
B.S., Technical University, Goethen, Germany; M.A., Imperial Conservatory, Kiev, Russia; Student of Carl Flesch and Michael Press.

Alumnae Representatives

1970-1971

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ARIZONA: Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

CALIFORNIA: Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007

Mrs. Walter Ray McCann (Katherine James '31); 783 Garland Drive, Palo Alto, California 94303

Mrs. Orville Recht (Nancy Levendorf '60); 3120 San Juan Drive, Fullerton, California 92632

Mrs. Philip Ruben (Elaine Kessler '62); 840 South Holt Avenue, Los Angeles, California 90035

Mrs. Dennis R. Cash (Patricia Elio '68); 448 Estado Way, Novato, California 94947

COLORADO: Mrs. Glen A. Pray (Elizabeth Rowse '42); 2776 South Benton Street, Denver, Colorado 80227

CONNECTICUT: Miss Rosemarie J. Pysh ('56); 78 Townsend Avenue, New Haven, Connecticut 06512

Mrs. Alfred C. Maynard (Carol Diane Pike '63); 92 Meadowgate St., Wethersfield, Connecticut 06109

Mrs. William C. Hofer (Marjorie Morrison '66); 19 Cherry Street, Darien, Connecticut 06820

Mrs. John Norman (Mary Isabell Lynott '48); Cooper Road, Route 1, Ridgefield, Connecticut 06877

FLORIDA: Mrs. John Buck (Anna Christine Aber '28); 3233 N.E. 34th Street, Fort Lauderdale, Florida 33308

GEORGIA: Mrs. Charles E. Caple (Marianne Byrn '61); 3919 Menlo Drive, Atlanta, Georgia 30340

HAWAII: Mrs. J. I. F. Reppun (Jean Engel '35); 47-410 Lulani Street, Kaneohe, Oahu, Hawaii 96744

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Mrs. Richard A. Waichler (Nancy Follett '55); 1020 Superior Street, Oak Park, Illinois 60302

Mrs. Joseph Fell (Mary Loughran '62); 334 Park Avenue, Glencoe, Illinois 60022

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Mrs. Clifford C. Ellery (Joanne Cochran '56); 5139 East 72nd Court, Indianapolis, Indiana 46250

KANSAS: Mrs. R. R. Schneider (Sallie McQuiston '59); 8100 West 72nd Street, Overland Park, Kansas 66204

MAINE: Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND: Mrs. Paul E. Burke (Coral Wigent '60); 5529 Marlin Street, Rockville, Maryland 20853

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Mrs. Philip S. Golden (Susan Engel '61); 9908 Southall Road, Randallstown, Maryland 21133

Mrs. Samuel A. Livingston (Judy Gilbert '67); 2941 St. Paul Street, Baltimore, Maryland 21218

MASSACHUSETTS: Miss Sharon F. Smith ('66); 223 Pearl Street, Somerville, Massachusetts 02143

Mrs. Cecil J. Minor (Beverly Sandberg '51); 139 Ipswich Road, Topsfield, Massachusetts 01983

Mrs. Michael P. Eden (Jane K. Tobey '65); 114 Bradford Road, Hanover, Massachusetts 02339

Mrs. William Pounds (Helen Means '53); 33 Prince Street, West Newton, Massachusetts 02165

Mrs. Peter V. Nychis (Amelia Botsaris '53); 55 Warren Avenue, Brockton, Massachusetts 02401

Mrs. James K. Coen (Susan Rockwell '63); 1B Malcolm Street, Westover AFB, Massachusetts 01022

MICHIGAN: Mrs. James B. Blackburn, Jr. (Ethel Herrod '42); 765 Lincoln Road, Grosse Pointe, Michigan 48230

Mrs. Frederick J. Libbing (Jane Hardiman '62); 979 Penniman St., Plymouth, Michigan 48170

MINNESOTA: Mrs. Ronald M. Hays (Inna Komarnitsky '58); 5857 Creek Valley Road, Minneapolis, Minnesota 55435

MISSOURI: Mrs. Charles S. Winterling (Ann Hutchinson '54); 9371 West Pine Avenue, St. Louis, Missouri 63144

NEW JERSEY: Mrs. Anthony Robbi (Glorianne Hubert '61); Hopewell-Woodville Road, R.D. 1, Hopewell, New Jersey 08525

Mrs. William A. Hansen (Anne E. Braddon '52); 623 Winthrop Road, Teaneck, New Jersey 07666

Mrs. G. B. Barnes (Margaret Ann McKee '46); 530 Alden Street, Westfield, New Jersey 07090

Mrs. W. C. Carson (Martha Haase '62); 31 Woodland Avenue, Glen Ridge, New Jersey 07028

NEW YORK: Mrs. Ralph H. Roberts, Jr. (Mary Booth Fassett '61); 67 Larchmont Road, Elmira, New York 14905

Mrs. Roger Bowman (Jean Purves '46); 112 Pine Ridge Road, Fayetteville, New York 13066

Mrs. Nicholas F. Cuneo (Caroline Mapp '56); 35 Amherst Road, Port Washington, L.I., New York 11050

Mrs. Paul F. Lohmeyer (Martha McCullough '44); 33 Crows Nest Road, Bronxville, New York 10708

Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743

Mrs. Chester G. Dann (Elizabeth Reed '56); 144 Corwin Road, Rochester, New York 14610

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226

Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866

Mrs. Lee G. Brinker (Janet Riddle '38); 12 Nelson Street, Cazenovia, New York 13035

NORTH CAROLINA: Mrs. Milton G. Emery (Margaret Siviter '56); 525 Brookforest Lane, Charlotte, North Carolina 28211

OHIO: Mrs. Malcolm B. Tucker (Betsy Phelps '63); 11850 Edgewater Drive, Apt. 208, Lakewood, Ohio 44107

Mrs. Dale H. Cowan (Deborah Walowitz '63); 3269 Warrington Road, Cleveland, Ohio 44120

Mrs. William A. Murray (Ruth B. Craig '44); 568 Vinita Avenue, Akron, Ohio 44320
Mrs. John Bloomstrom (Barbara Jane Black '50); 907 Oregon Trail, Cincinnati, Ohio 45215
Mrs. William D. Inglis (Laura Hammer '54); 4305 Lyon Drive, Columbus, Ohio 43220
Mrs. Larry Porter (Arleen Boyda '60); 321 Witherby Drive, Kettering, Ohio 45429
Mrs. Gerald W. Tindall (Barbara Miller '56); 3434 Glenmere Drive, Youngstown, Ohio 44511
Mrs. Richard Gallaway (Mary Peck '60); 3901 Grantley Road, Toledo, Ohio 43613

OREGON: Mrs. William G. Rohlffs (Emelyn Taylor '27); 2670 S.W. Corona Avenue, Portland, Oregon 97219

PENNSYLVANIA: Mrs. Mark S. Levitan (Judy Davis '59); 8213 Marion Road, Elkins Park, Pennsylvania 19117
Mrs. Larry Hahn (Becky Conrad '68); 3325 Sunnyside Avenue, Harrisburg, Pennsylvania 17109
Mrs. James Titelman (Barbara Maloy '54); Upper Brush Mountain Road, Hollidaysburg, Pennsylvania 16648
Mrs. Alexander V. Stoycos (Patricia Ross '60); 727 Farmingdale Road, Lancaster, Pennsylvania 17603
Mrs. Edward Kung (Marcia Smiley '60); 2321 Sansom Street, Philadelphia, Pennsylvania 19103
Mrs. Anthony Stavros (Linda Hauser '67); 541 First Avenue, Bethlehem, Pennsylvania 18018
Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505
Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301
Mrs. David L. Reeser (Barbara Heck '59); 1064 Terrace Avenue, Wyomissing, Pennsylvania 19610
Mrs. Steven M. Klein (Ann Greenhouse '66); 2921 Morris Road, Ardmore, Pennsylvania 19003

RHODE ISLAND: Miss Harriet E. Rosser ('54); 133 Kenyon Avenue, Pawtucket, Rhode Island 02861

TEXAS: Mrs. John P. Hall, Jr. (Carol Fraser '58); 6231 DeLoache Avenue, Dallas, Texas 75225

Mrs. George W. Faison (Millicent Hoyt '39); 3726 Nottingham, Houston, Texas 77005

VIRGINIA: Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

Mrs. Alfred Thieme (Nanci Bennett '62); 6110 Brook Drive, Falls Church, Virginia 22044

WASHINGTON: Mrs. Dan Morris Guy, Jr. (Judi Rogers '58); 8612 N.E. 14th Street, Bellevue, Washington 98004

WASHINGTON, D.C.: Miss Martha L. Wilson ('65); 2723 O Street, N.W., Washington, D.C. 20007

Mrs. William M. Davis (Louise Eddy '52); 2720 36th Place, N.W., Washington, D.C. 20007

WEST VIRGINIA: Mrs. Robert B. Power (Joan Mering '53); 915 Alynwood Circle, Charleston, West Virginia 25314

Mrs. Albert H. Wilson (Barbara Williams '54); 1437 Spring Valley Drive, Huntington, West Virginia 25701

Mrs. John W. Hendrickson (Betty Fleck '47); 175 Ridgeway Drive, Bridgeport, West Virginia 26330

Mrs. Russell J. Grant (Ruth Laird '44); Route 6, Sagamore Hill, Parkersburg, West Virginia 26101

WISCONSIN: Mrs. William J. Wainwright (Eleanor Skinner '57); 3239 North Marietta Avenue, Milwaukee, Wisconsin 53211

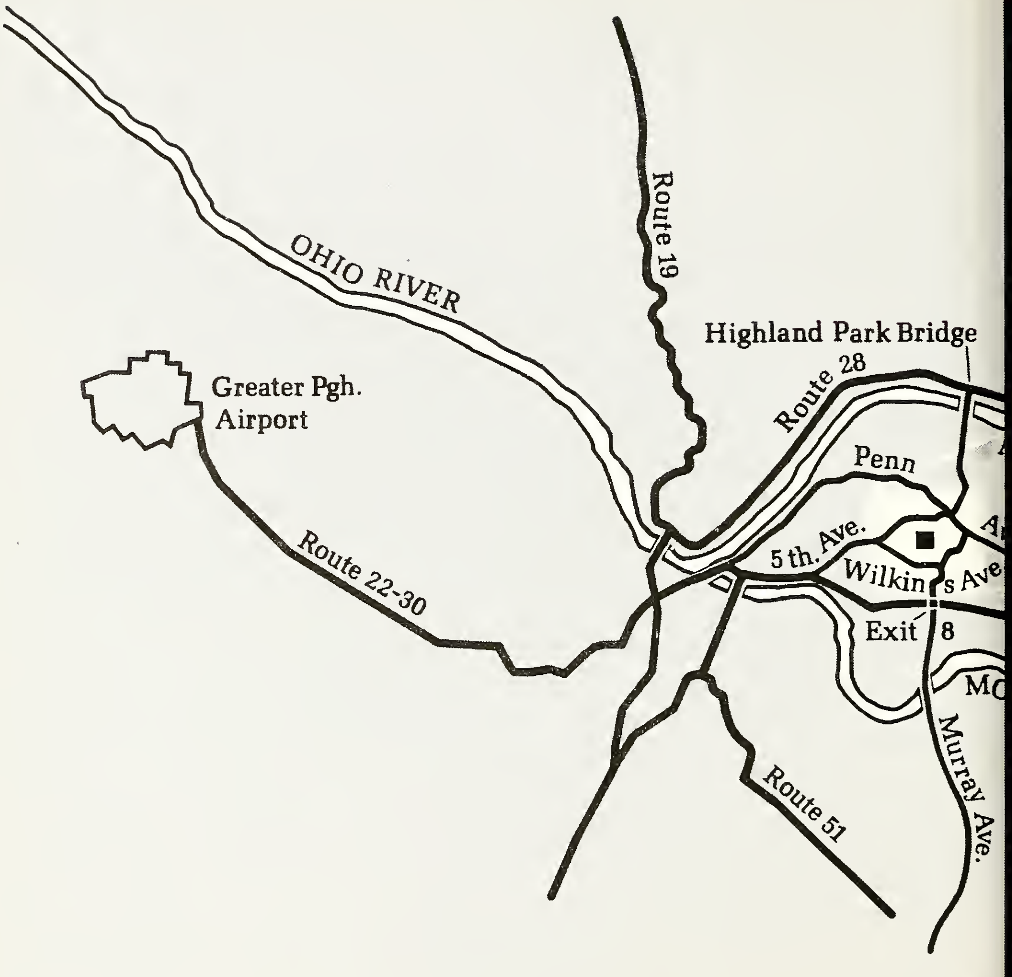
The Location

HOW TO GET TO CHATHAM COLLEGE

The College campus is within a 20 minute taxicab ride from downtown Pittsburgh and the railway station, and approximately 40 minutes from the airport. An hour should be allowed if visitors plan to utilize the downtown or Oakland limousine service from the airport.

Drivers to the campus from the east and west are advised to exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (Routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road.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Airport
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Exit 8
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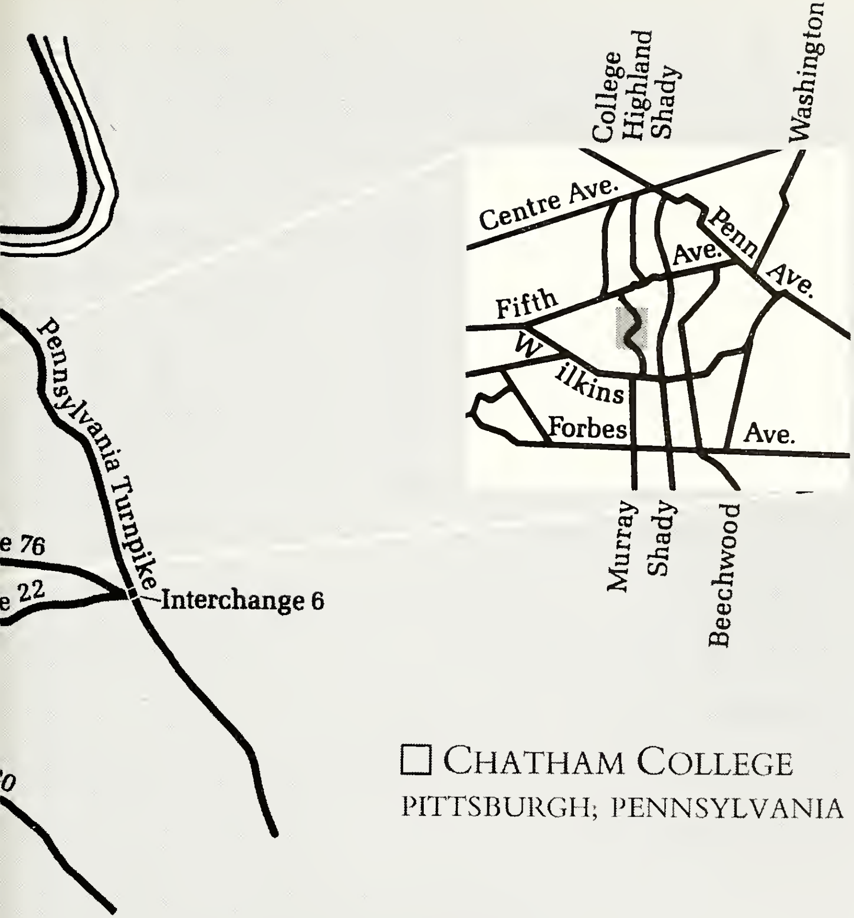
Route 51
Murray Ave.
MC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Pennsylvania Turnpike
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☐ CHATHAM COLLEGE
PITTSBURGH; PENNSYLVANIA

Academic Calendar *1970-1971*

Freshmen and transfers arrive	Monday, August 31
Upperclassmen arrive	Tuesday, September 1
Upperclassmen register	Wednesday, September 2
*Classes begin	Thursday, September 3
Labor Day recess	Monday, September 7
Freshmen register	Saturday, September 12
Advising week	Monday, November 16 through Friday, November 20
Reading period and Thanksgiving recess	Saturday, November 21 through Sunday, November 29
Interim and second term registration	Monday, November 30 and Tuesday, December 1
Last class of fall term	Friday, December 11
Final examinations	Monday, December 14 through Friday, December 18
Winter vacation	Saturday, December 19 through Sunday, January 3

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*Beginning September 3, Freshmen attend classes of their choice in order to determine their final registration selections on September 12. This does not include Freshman Seminars.

Interim period	Monday, January 4 through Friday, January 29
Spring term begins	Monday, February 1
Spring vacation	Saturday, March 13 through Sunday, March 28
Advising week	Monday, April 26 through Friday, April 30
Last class of spring term	Friday, May 14
Final examinations	Monday, May 17 through Friday, May 21
Commencement	Saturday, May 22

Index

Academic advising, 4, 33-34
Academic procedures, 33-38
Academic program, 1-22
Activities, student, 28-30
Administration, 60-63
  academic, 60
Admission, 39-46
  Advanced Placement Program, 43
  Alumnae Representatives, 41, 73-78
  application fee, 40, 47
  Early Admission, 42-43
  Early Decision Plans, 42
  entrance examinations, suspension of, 39-40
  foreign students, 46
  procedures for freshmen, 40-42
  procedures for part-time, degree and non-degree students, 45
  procedures for transfer students, 43-45
  readmission, 46
  staff, 62
Advising week, 34
  dates, 82-83
Alumnae Representatives, 41, 73-78
American Chemical Society, 28
American Studies, 2
Anthropology, *see* Sociology-Anthropology
Art
  courses, 7
  exhibits, 29-30
  fees, 50
  studio, 24, 26-27
Arts and Crafts Center, 30
Audio-visual facilities, 24

Bachelor of Arts degree, 2
Bachelor of Science degree, 2
Beatty Hall, 26-27
Benedum (Michael L.) Hall, 24, 26-27
Berry Hall, 26-27
Biology courses, 8
Black Studies Program, 2, 21-22
Board of Trustees, 57-59
Bookstore, 24
Bowling alleys, 24
Braun (Arthur E.) Hall of Administration, 24, 26-27
Budget plans, 53
Buhl (Louise C.) Hall of Science, 24, 26-27
Buildings
  described, 24-25

  map, 26-27
  number of, 23
Business office staff, 62-63

Calendar, academic, 82-83
Campus
  described, 24-25
  driving directions to, 79, 80-81
  map, 26-27
Carillonic bells, 24
Carlow College
  cooperative program with, 36
Carnegie Institute, 29-30
Carnegie Library, 30
Carnegie-Mellon University
  cooperative program with, 35
Chamber Music Society, 29
Chapel, 24, 26-27
Chatham College
  academic program, 1-22
  endowment, 23
  history of, 23
  map of, 26-27
  significance of name, 23
Chatham, Earl of, 23
Chatham Student Government, 28
Chatham Visitors Program, 30, 31
Chemistry
  American Chemical Society, 28
  courses, 8-9
Chinese, 36
Classrooms, 24
College Board Examinations, suspension of, 39-40
College relations staff, 61
Commencement date, 83
Commuting students, 28
  fees, 48, 49
Comparative communism courses, 35
Coolidge (Cora Helen) Hall of Humanities, 24, 26-27
Cooperative arrangements with other colleges and universities, 34-36
Courses of study, 7-22
Cross-college and university registration, 34-35

Dance, *see* Physical Education
Day students' apartment, 28
Degrees, 2
Departmental major, 2
Dilworth Hall, 24, 26-27, 28
Dining facilities, 24
Dormitories
  described, 24
  head residents, 61
Drama
  courses, 9
  productions in Pittsburgh, 29
  special programs, 30, 31
  student productions, 29

Early Admission, 42-43

Early Decision Plans, 42
Economics courses, 10
Education
  courses, 10-11
  practice teaching, 30
Employment, student,
  see Placement Service
English courses, 11-12
Enrollment
  size of, 23
  countries represented by, 28
Evaluation Services, Office of, 37
  staff, 61
Examinations
  Advanced Placement, 43
  College Board, suspension of,
    39-40
  dates for final, 82-83
  fees, 51
Expenses
  budget plans, 53
  commuting students, 48, 49
  deposit, 47
  medical, 51
  part-time students, 48
  payment of, 52-53
  refunds, 52
  resident students, 47-48
  room and board, 47
  schedule of payments, 48
  student activities fee, 47
  tuition, 47
Faculty
  advisers, 4, 33-34
  characterized, 25
  listed, 63-72
  offices, 24
  size of, 25
  Symposium, 3
Falk (Laura) Hall of Social
  Studies, 24, 26-27
Fees
  application for admission, 40, 47
  art, 50
  day students, 49
  interim, 50
  late examination, 51
  late registration, 49
  music, 50
  overload, 49
  senior *in absentia*, 49
  student activities, 47, 48, 49
Fickes Hall, 26-27
Financial aid, 53-56
  for freshmen, 54
  for transfers, 55
  for upperclassmen, 55
  special criteria programs, 55-56
  special criteria scholarships, 56
Financial procedures, 47-56
Foreign languages, study of, 1-2
French, *see* Modern Languages
Freshman Seminars, 3, 4-5

Gateway House, 26-27

General Education, 2-3
German, *see* Modern Languages
Grading systems, 3
Graduation requirements, 2
Greek, 36
Gregg House, 26-27
Grenville House, 26-27

Health Services
  described, 51
  infirmary (Lindsay Hall), 26-27
  staff, 63
History, Chatham College, 23
History courses, 12-13
Honor Code, 28
Honor societies, 28

In absentia, senior, 49
Independent study, 7
Infirmary (Lindsay Hall), 26-27, 51
Interdepartmental major, 2
Interim, 2, 5-6
  courses, 5-6
  dates, 82
  fees, 50
  registration dates, 82
  study abroad, 36
International Exhibition of Contemporary Painting, 29
International Poetry Forum, 29
International Semester, 37
International Studies Program, 35-36

Junior year abroad, 36

Laboratories, 24
Latin, 36
Laughlin (Marjory Rea) House, 24, 26-27
Leaves of absence, 46
Lecture Hall, Earl K. Wallace, 24
Library, Carnegie, 30
Library, James Laughlin Memorial
  described, 24, 26-27
  staff, 62
Library, Jennie King Mellon
  described, 24
  site of, 26-27
Lindsay Hall (infirmary), 26-27
Loans, student, 53-54
Lodge, The, 26-27

Major options, 2
Mathematics, 13-14
Mellon (Andrew W.) Hall, 24, 26-27
Modern Languages courses, 14-16
Moeller organ, 24
Mortar Board, 28
Multidisciplinary major, 2
Music
  courses, 16
  fees, 50
  groups, 29
  in Pittsburgh, 29
  private lessons, 50
  special programs, 31-32
Music Center, 26-27

Non-degree students, admission procedure for, 45
Non-major, 2
Nurse, resident, 51

Off-campus residence, 28
Opera in Pittsburgh, 29
Overload fee, 49

Part-time students
  admission procedures, 45
  fees, 48
Pass-fail option, 3
Payment of expenses, 52
Pelletreau Hall, 24, 26-27
Pennsylvania College for Women, 23
Pennsylvania Female College, 23
Personnel, 57-72
Phi Beta Kappa, 28
Philosophy courses, 17
Physical Education
  activities, 29
  courses, 18
  facilities, 25, 26-27
Physical Education Center, 25, 26-27
Physicians, 51, 63
Physics, *see* Mathematics
Pitt, William (Earl of Chatham), 23
Pittsburgh community, 29-30
Pittsburgh Council on Higher Education, 34
Pittsburgh Plan for Art, 30
Placement Service, 38
Playhouse. Pittsburgh, 29, 30
Political Science
  courses, 18-19
  Practical Politics Program, 31
  Washington, D.C. Semester, 37
Post office, 24
Practice teaching, 30
Pre-law, 2
Pre-medicine, 2
Programs, special public
  described, 30-31
  1969-70 series, 31-32
Property, care of, 52
Psychiatrist, consulting, 51, 63
Psychology courses, 19-20
Psychologist, clinical, 51
Publications, student, 28-29

Rea (Julie and James) House, 24, 26-27
Reading Room, Rachel Carson Memorial, 24
Readmission, application for, 46
Recreation
  Chatham Recreation Association, 29
  facilities, 24, 25, 26-27
Recreation field, 25, 26-27
Registration for courses
  dates of, 82-83
  freshman registration, 3, 82

Religion, *see* Philosophy and Religion
Residence halls, 24, 26-27
Residence hall life, 28
Room and board expenses, 47
Russian, *see* Modern Languages

Scholarships, 55, 56
Scholastic Aptitude and Achievement Tests, suspension of, 41
Snack bar, 24
Sociology and Anthropology courses, 20-21
Spanish, *see* Modern Languages
Spencer (Mary Acheson) House, 26-27
Sports, 29
Students
  campus life, 25, 28, 29
  characterized, 25, 28
  countries represented by, 28
  participation in Pittsburgh life, 29-30
Student activities fee, 47, 48, 49
Student-Faculty Center
  described, 24
  site of, 26-27
Student personnel staff, 60-61
Study abroad, 36
Summer study, 37
Swimming pool, 24
Symphony orchestra, Pittsburgh, 29

Tennis courts, 25
Term of study, 2
Transfer students
  admission procedures, 43-44
  financial aid, 55
Tuition, 47, 48
Tutorial, 2

University of Pittsburgh
  cooperative program with, 35-36
Urban Semester, 37

Vacation dates, 82-83
Visiting scholars and lecturers, 30-32
Vocational library, 38

Washington, D.C. Semester, 37
Withdrawal from College, 46, 52
Woodland Hall, 24, 26-27

Yoruba, *see* Modern Languages

Chatham College Bulletin
Courses of Study
1970–71

CHATHAM COLLEGE BULLETIN • Published in May, August, September and December by Chatham College • Pittsburgh, Pa. 15232 • Second class postage paid at Pittsburgh, Pennsylvania.
VOL. LXVI • AUGUST 1970 • NO. 2

The Curriculum *1*
Academic Procedures *7*
Courses of Study *19*
Administration *93*
Academic Calendar *96*
Index *99*

The Curriculum

The structure of the curriculum is predicated upon recognition of the individuality of both faculty and students and the assumption of high levels of academic aspiration for all. Chatham College acknowledges that all individuals do not have the same educational goals, nor wish to learn in the same manner, and offers, therefore, to each student the opportunity to realize her own academic potential, by enabling her to choose, with the aid of a strong advisory program, that curricular program which is educationally best suited for her.

In the conviction that the pursuit of learning is the primary purpose of the college experience, the College believes:

> that narrow vision and intolerance must be overcome, and that this may be achieved through an understanding of the realities dealt with in the disciplines and through the testing of ideas and methods;
>
> that one must learn how to learn—how to identify problems, how to evaluate evidence and how to pursue solutions;
>
> that it is essential to define one's ideas and expose them to critical examination by others and that precise and logical use of language can contribute to that end;
>
> that the active and disciplined use of the imagination should be encouraged.

The ability to write and speak our own language clearly and precisely is fundamental to the formulation, communication and expansion of knowledge. It is expected that all students will seek to achieve high standards in written and oral communication.

One important means of gaining greater understanding of one's own language and culture as well as of other cultures is by the study of foreign languages. Appreciation of literature, history, philosophy and current events, for example, as well as of the contributions of scholars in all fields is enhanced by reading works and journals in their original form. Serious students, though not required to do so, should avail themselves of opportunities for developing skills or attaining proficiency in one or more foreign languages.

DEGREE REQUIREMENTS

The Bachelor of Arts degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of the final two terms or their equivalent under the auspices of Chatham College.

The Bachelor of Science degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the final two terms or their equivalent under the auspices of Chatham College.

GENERAL EDUCATION

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods and resources of the following areas:

1. the problems and techniques of abstract or formal reasoning;

---

*A chemistry or biology major is also possible for the Bachelor of Arts degree.

2. scientific inquiry characterized primarily by a high degree of success in explaining certain kinds of events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal selectively with the problems raised by the totality of man's intellectual, aesthetic and moral experience.

Some of these courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, these are courses recommended for the student not concentrating in the area.

THE INTERIM AND THE CALENDAR

The College has adopted a 4-1-4 Calendar. The Calendar will consist of two terms of 14 weeks each and a four-week interim in January.

Each student will be expected to participate in at least two interim sessions during her four years at Chatham, unless permitted by the Committee on Academic Standing to substitute a special off-campus program. A student will register for only one course during the interim and normally for four courses during the longer terms. In the interim classes meet in accord with the demands of the method and the subject matter.

A variety of courses are available in the interim and are listed under specific departments. In the 1970-71 interim the following interdisciplinary course will be offered:

> THE STUDY OF THE CITY: PITTSBURGH. This course will utilize the City of Pittsburgh and its surrounding communities as a laboratory for in depth study of urban life and problems in the 1970's. The course will be interdisciplinary in nature, with contributions from sociology, anthropology,

economics, and political science. Urban leaders and citizen-activists from the greater Pittsburgh area will be utilized as resource personnel, and students will be exposed to urban life and potentialities in field trips throughout the region. Subjects to be explored will include the urban social structure and economy, urban transportation and land use, the urban political system, local administration of justice, intergovernmental relations, and the problems of the urban poor. Particular emphasis will be placed upon efforts to solve existing problems, including governmental reform, reform politics, urban redevelopment, welfare and retraining programs, drug cure and rehabilitation, comprehensive planning, and mass transit.

The 4-1-4 Calendar provides an opportunity to carry out unusual and experimental programs of study, both on and off campus, which are not feasible during longer terms when the interests of both faculty members and students are spread over a number of areas.

FRESHMAN SEMINARS

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration and research of a common problem. Normally, these seminars will meet on a three hour per week schedule. However, each seminar is an experience designed by the instructor around a particular topic and the normal class schedule may not always apply.

During the 1970-71 year Freshman Seminars are being offered by the following departments: Biology, Chemistry, Drama, Economics, English, History, Modern Languages, Philosophy and Political Science.

MAJOR OPTIONS

A student may elect not to major in any way. In order to graduate she will still be required to complete thirty-four courses including the Tutorial.

A student who desires to concentrate her efforts may do so in any of the following ways:

Departmental Major: The following departments offer major programs: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through the concentration of study in two or more related departments. Such a major must have the approval of the departments involved and be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of the interrelations of the materials to be studied.

Problem, Area, or Multidisciplinary Major. A major program may be pursued through the concentration of study in several fields, possibly in disciplines not usually considered related. In this program, the major is built around a single problem or topic, or on the study of several disciplines as they bear on a single concern. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of maintaining the coherence and relatedness of materials to be studied, and who has determined what requirements are appropriate to such a study. Specially designed programs are available for students who wish to major in American Studies or Black Studies. The major in Black Studies must be approved by the Black Studies Coordinator.

THE TUTORIAL

The Tutorial consists of two courses of internally related individual study, designed by the student and her tutor, an appropriate faculty member. The study may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent reading. The two courses will normally be consecutive and conclude in the senior year.

Each student will provide her tutor with a written articulation of the Tutorial experience, the specific nature of which is decided by the tutor and student. Such reports range from a brief report in summary to a substantial paper which is itself the product of the Tutorial. Each student also articulates her work in an oral discussion in which other faculty, and students when desired, are invited to participate by the tutor or student.

INDEPENDENT STUDY

Independent study is a desirable academic activity made possible by the curriculum for qualified students. Prior to registration individual arrangements are made between student and instructor. Provision for independent study is made by all departments.

Academic Procedures

ACADEMIC ADVISING

The College's open curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

Each entering freshman will be assigned a faculty adviser from a group of freshman advisers appointed by the Provost. Before the beginning of classes freshmen will meet with their advisers, who will have received information concerning each advisee, in order to discuss in depth a program for the first term. So that freshmen will have sufficient time to become fully aware of the nature of courses open to them, registration for freshmen will not be held until after the first full week of classes. During this period freshmen will be free to attend all courses in which they might enroll, except Freshman Seminars, for which students will have pre-registered. This deferred registration date will permit additional contact between student and adviser.

Ordinarily a student will remain with the freshman adviser until a tentative major or focal interest has been chosen, which could be as early as the end of the first term of the freshman year, and usually would not be later than the second term of the sophomore year. At that time the student will apply to the chairman of the department of her choice or the professor of her choice in the case of a major which is not departmental. In this determination of a major adviser, students should be as free as possible to choose or to change their advisers, subject only to the need for roughly balanced advising responsibilities among the faculty. Entering transfer students will select advisers according to the above procedures after consultation with the Assistant Provost.

During the second half of each of the long terms a week will be designated as advising week. During that week it will be the responsibility of every adviser to provide a one hour's scheduled appointment with each of his advisees. Advisers should make additional time available throughout the academic year for advisees who need it. The advising week will also be the scheduled period for changing advisers.

GRADES

The grades in use are:

A = Excellent achievement in course
B = Good achievement in course
C = Satisfactory achievement in course
S = Satisfactory or better achievement in course; minimum value is *C*
U = Unsatisfactory work in course
W = Withdrawal from course with no penalty
WU = Withdrawal from course while doing unsatisfactory work
I = Incomplete work in course; a temporary grade, authorized by the Provost or the Dean of Students depending upon the circumstances, and given to allow the student additional time to complete the work of the course. Failure on the part of the student to remove an I by the end of the first four weeks of the following term automatically results in failure in the course.

The student decides with the aid of an adviser whether to enroll in a course for a traditional grade or on the S/U grade basis. Freshmen are encouraged to enroll in all of their first term courses on the S/U basis, and all Freshman Seminars are graded on the S/U basis only. The student declares her option to the Registrar at the time of registration. A change may be made during the first two-week period of the term. For a few courses, in particular some offered at the interim, only S/U grades are given, by decision of the instructor. For a few other courses related to certification needs by groups outside the College, the S/U option is not available. For a cross-registered course, the declaration to the Chatham Registrar is made within two weeks of the beginning of the course. S/U enrollment in a cross-registered course is subject to the rules and regulations of the host institution.

The content, standards, requirements and opportunities of a course are not altered to accommodate one or another grading scale. As described in the above grade uses, the minimum value of the *S* grade is equivalent to the grade of *C* or above; the *U* grade has the same definition under either option. Grades are not assigned quality points and there are no grade averages as such. Students are not ranked.

ACADEMIC CREDIT

The unit of academic credit for courses offered either in the term or the interim is the course unit. For purposes of evaluation outside the College, the Chatham course unit is defined as three and one-half (3.5) semester hours. The graduation requirement is thirty-four (34) course units.

Courses are valued at one-half, one, or one and one-half course units, each course as defined elsewhere in this publication under courses of study.

The normal load is four courses in any full-length term; one course in any interim. Any full course which results in five or more courses in any term, or any fractional course which results in a load greater than five courses requires special permission. Only one course may be taken in the interim.

A student may not take fewer than three full courses and maintain full-time status.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of the work completed. The progress of each student is reviewed at the close of each term. A student whose recent or cumulative work does not meet expected standards of progress, or one who is making unsatisfactory grades in the junior or senior years is not in good academic standing and may be warned, placed on probation, or dismissed, as the total circumstances seem to warrant. Such review is conducted by the Committee on Academic Standing with notification of probation, warning or dismissal sent to the student and her faculty adviser by the Provost.

THE AUDITING OF COURSES

Students enrolled on a full-time basis may audit a course with the permission of the instructor. No entry is made on the permanent record.

COURSE REGISTRATION

Students must register for classes on the date indicated in the College calendar. There is a $25.00 processing fee for registrations after this date.

Courses may be added through the first two weeks of the long terms with the approval of the course instructor, the faculty adviser and the Provost. With the same approval, courses may be dropped through the first four weeks of each of the long terms with no academic penalty. If a course is dropped after the time indicated above, a WU is automatically recorded on the student's record unless the reason is approved by the Provost or the Dean of Students. Courses may not be added after the third day of classes of an interim, but courses may be dropped through the first week of the interim without academic penalty. If a course is dropped after the time indicated, without the approval of the Provost or the Dean of Students, a WU will be automatically recorded. There is a processing fee of $10.00 for course changes made after the stated deadlines.

Exceptions to any of the preceding may be made only by the Provost or the Dean of Students. Requests for exception should be filed by the student through the Registrar.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each faculty member at the beginning of his course makes clear his expectations concerning class attendance. Full participation in the course implies completing the work on schedule and making up work missed because of emergency absence.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in a failure in the examination. Absence from an examination is excused only by the Dean of Students for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee for late examination is $10.00 per course unless waived by the Dean of Students.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from a course by demonstrating satisfactory fulfillment of the main objectives of the course. In addition, by special application, credit may be earned by examination for a course when superior achievement is demonstrated. Examinations for these purposes may be written or oral and are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board.

TERM OF STUDY

The normal period of residence is four years. The graduation requirement of thirty-four course units will usually be distributed as four course units in each of eight terms with the inclusion of a minimum of two and a maximum of four interim courses. A student may choose to take four courses during the interims to be able to relieve a term program during one or more terms or simply to take additional courses over the four-year period.

All full-time students must carry at least three course units each term.

Allowance is made for work done *in absentia* if it has the prior approval of the responsible departmental faculty or faculty committee and the Provost, or in the case of interim courses, of the Interim Committee and the Provost.

At the discretion of the Committee on Academic Standing and of the department of the major, if pertinent, a student whose circumstances permit only part-time study may be excused from the requirement of a full senior year in residence. In such cases, however, the equivalent of the final two terms, at least six courses, must be taken under the auspices of Chatham College.

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham College have an opportunity to avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, and Point Park College are members of the Pittsburgh Council on Higher Education.

The Council sponsors many interinstitutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

CROSS-COLLEGE AND UNIVERSITY REGISTRATION

Sophomores, juniors and seniors attending a Pittsburgh Council on Higher Education member institution may participate in a cross-registration program which permits them to enroll in one course each term (except for the University of Pittsburgh's third term) at another member institution. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in off-campus courses which are accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made. Additional information may be obtained from the Registrar.

CARNEGIE-MELLON UNIVERSITY

Chatham College and Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers of both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Provost of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1970-71 program are courses in The Economic Development of U.S.S.R., Comparative Communist Social Systems, Political Systems of Eastern Europe, and Marxism. Chatham students should inquire at the Office of the Provost for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

CARLOW COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College (formerly Mount Mercy College) without extra charge.

STUDY ABROAD

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. This may be during one of the terms, the academic year, the interim, or the summer. Most academic year programs are designed for juniors; interim and summer programs for all classes. While the Committee sets no academic performance level as a criterion for its approval, the well-established selective programs to which serious students aspire do so in terms of general scholastic competence, some specific language skill, or both.

Chatham students are not limited to any single program but may select from numerous approved ones and hence are more likely to find educational experiences suited to their special academic needs. In the current academic year there will be ten juniors abroad in as many academic year programs and as many more in summer study.

Interested students are urged to file their applications well in advance of the filing dates required by their programs. Information about available year, semester, interim, and summer programs and the Chatham application blank may be obtained at the Office of Evaluation Services.

SUMMER STUDY

A student wishing to receive credit for summer study must secure, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than *C* grade. Application for approval should be filed with the Registrar before May 1.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. Students may choose the Washington Semester with a focus on American national government; the Urban Semester with a focus on urban and metropolitan problems; or the International Semester with a focus on U. S. foreign policy and diplomacy. Each program enables the student to meet some of the nation's political and governmental leaders and to become associated with them. Each program includes an individual research project. Credits earned are applied to the fulfillment of the graduation requirement.

GRADE REPORTS

The Registrar reports grades and credits earned to all students and their advisers at the close of each term.

TRANSCRIPTS

Graduates and students are entitled to one complete transcript of their College record without charge. A charge of $1.00 will be made for each additional transcript. A time allowance of two weeks is required for processing. Requests for transcripts should be made to the Office of the Registrar; checks should be made payable to Chatham College.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Dean of Students when a student withdraws voluntarily from the College during the academic year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College Physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

MEDICAL LEAVE OF ABSENCE

On the recommendation of the College Physician to the Dean of Students or Provost a medical leave of absence for a stated period of time may be considered rather than medical withdrawal in certain types of illness or injury.

A student requiring a medical absence should consult with the Dean of Students for information on procedures and adjustments that pertain.

VOLUNTARY LEAVE OF ABSENCE

A student planning to be absent from the College temporarily may submit a request for a leave of absence for a stated period to the Committee on Academic Standing. Reasons and plans for this absence should be stated in a letter directed to the Committee. If the request is granted, the student may return to the College at the stated time without making formal application for readmission. An extension of this time may be requested. The student is expected to notify the Dean of Students and pay the $150.00 deposit by April 20 prior to a fall term return, or by December 1 prior to an interim or spring term return.

Students needing financial assistance upon return should apply for aid through the Financial Aid Office, and they will receive full consideration.

OTHER LEAVES OF ABSENCE

Students who study in approved Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Dean of Students and paying the $150.00 deposit by April 20 prior to a fall return, or by December 1 prior to an interim or spring term return.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to the student's health or to the health of others.

Students are expected to have attained a degree of maturity enabling them to act as responsible and contributing members of the College community and the community at large.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary action by the appropriate body. This action may include, at the discretion of the College, required withdrawal.

In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern. A special probationary period may sometimes be used when it is believed to be helpful to the total development and progress of the student.

Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the Fall term, even-numbered courses are given in the Spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

6 = Tutorial

5 = Independent Study

4 = Course open to seniors only; to others with permission of the instructor

3 = Course open to juniors and seniors only; to others with permission of the instructor

1 = Course open to any student, providing stated course prerequisites have been met

0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course

8 = Black Studies course

7 = American Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

ART

Associate Professor Jerry L. Caplan; Visiting Associate Professor Robert Gabriel; Assistant Professor Joseph R. Shepler (Acting Chairman 1970-71); Instructor Caroll D. Saslow; Lecturer Barbara J. Ford; Resource Assistant Kahren G. Jones.

MAJOR REQUIREMENTS IN STUDIO ART: 12 courses, including the tutorial and two courses in art history. A program in two-dimensional art will ordinarily also include two courses in drawing, two courses in painting, and two courses in design; a program in three-dimensional art will ordinarily also include four courses in studio and two courses in design. Programs will be designed by the student and her adviser. Applied art courses meet twice a week for three hours each meeting.

MAJOR REQUIREMENTS IN ART HISTORY: 12 courses, including the tutorial and two courses in studio art. Students majoring in art history must also take a concentration of at least three courses in one field or in a coherent grouping of fields, and at least one course in four of the following fields: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western.

GENERAL EDUCATION: The following courses in art are designated as general education courses: 101, 102, 113, 114, 121, 122, 123, 124, 131, and 132.

101, 102. DRAWING. Basic foundation course in drawing. Portfolio and 35 mm. slides of work required. Students are expected to supply all materials. Each term.

111, 112. PAINTING. Portfolio and 35 mm. slides of work required. Prerequisite: Art 101, 102. Students are expected to supply all materials. Each term.

113. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, color and spatial relationships. A variety of media will be used. Students are expected to supply all materials. Fall term.

114. OPEN STUDIO. A general studio environment open to the Chatham community on an informal, unstructured basis. The nature of the work will be determined by the student and instructor. A general critique will be held once a week. Fall term.

115, 116. PRINT MAKING. A study of print making and the special design requirements for the graphic media of wood-block, wood engraving, etching, and silk screen. Not offered in 1970-71.

117, 118. FUNDAMENTALS OF FILM MAKING. The basic elements of cinematography, editing, directing, and animation techniques. Not offered in 1970-71.

121, 122. THREE-DIMENSIONAL STUDIO. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood, plastic, and metal. Each term.

123, 124. CERAMICS. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Each term.

131, 132. SURVEY OF THE HISTORY OF ART. An historical and analytical survey of Western art from ancient times through the twentieth century including the areas of painting, sculpture, and architecture. Fall term serves as prerequisite for Spring term. Each term.

137. NINETEENTH CENTURY PAINTING. From the conflict of Neo-classicism and Romanticism through the radical reorientations of art within that century which conclude with Neo-impressionism. Prerequisite: Art 131, 132 or permission of the instructor. Fall term.

138. PROBLEMS IN MODERN ART. Art from the Impressionist period to the present with emphasis upon the ideological conflicts and critical problems raised by the modern movements. Prerequisite: Art 131, 132 or permission of the instructor. Spring term.

139. ANCIENT ART. A survey of art from the ancient world starting with the Minoan and Mycenaean Age and extending through the Greek and Roman periods. Not offered in 1970-71.

142. MEDIEVAL ART. Major developments in art of the early Christian, Byzantine, Romanesque and Gothic periods. Not offered in 1970-71.

143. AMERICAN ART. Art in the United States from the colonial period to our own time. The course centers on two problems: the orientation of American artists to European culture and the development of national attitudes. Not offered in 1970-71.

145, 146. ITALIAN RENAISSANCE ART. A survey of the art of Italy from Giotto to Tintoretto. The Fall term will trace the development of painting from Giotto through the fifteenth century. The Spring term will deal with the High Renaissance and the Mannerists. Not offered in 1970-71.

147. ITALIAN BAROQUE. The classical and realistic currents and their development in Rome as seen in religious painting, sculpture, and architecture. Not offered in 1970-71.

148. THE BAROQUE OUTSIDE OF ITALY. The translation of these currents into the art of France, Spain, and other countries, with attention given both to major and minor figures of the time. Not offered in 1970-71.

503, 504. INDEPENDENT STUDY IN ART HISTORY. Each term and Interim.

505, 506. INDEPENDENT STUDY IN APPLIED ART. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

BIOLOGY

Professor Norman W. Chmura; Associate Professor Conrad M. Hess (Chairman); Assistant Professor Enriqueta C. Bond; Instructors Michael A. Kolitsky and Chilton Richardson; Laboratory Assistant Pamela J. Stock.

MAJOR REQUIREMENTS: For the B.A. degree, 13 courses, including the tutorial. For the B.S. degree, 16 courses, including the tutorial.

One year of general biology is required of all biology majors and is a prerequisite for all other biology courses. This requirement may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.A. degree each major is required to take at least seven course units in biology including the seminar in biological literature (Biology 349) but exclusive of the tutorial. Seminar is usually taken in the junior year. Chemistry 103 and 105 should also be completed before the senior year. Psychology 141 may be taken for credit toward the biology major.

For the B.S. degree, three additional courses in mathematics, physics, or chemistry are required. The courses to be taken are determined individually for each student.

GENERAL EDUCATION: The following courses in biology are designated as general education courses: 106, 124, 141, 143, 144, 147, 148, 150.

041. FRESHMAN SEMINAR: ISSUES IN HUMAN ECOLOGY. The implications of ecological problems in the context of modern society. Discussions and reports concerning theoretical and practical approaches toward current issues and their relative importance. Fall term.

043. FRESHMAN SEMINAR: BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. A course dealing with the biological and physiological sexual functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions and speakers on fertility, planned parenthood, and maternal care will be included. Fall term.

101. INVERTEBRATE ZOOLOGY. A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. $1\frac{1}{2}$ courses. Fall term.

102. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103. $1\frac{1}{2}$ courses. Not offered in 1970-71.

103. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. $1\frac{1}{2}$ courses. Not offered in 1970-71.

104. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1970-71.

105. ADVANCED EMBRYOLOGY. A study of the current problems of developmental biology. Three class meetings and four hours of laboratory per week. Prerequisite: Biology 104. 1½ courses. Fall term.

106. HORMONES AND BEHAVIOR. A descriptive approach to endocrinology covering the principles of target organ involvement, negative feedback, and pituitary dominance. Approximately one-third of the course will concern pathologies, behavioral and physiological, emanating from hormonal control. Spring term.

121. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104. 1½ courses. Not offered in 1970-71.

123. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1970-71.

124. BOTANY. The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Spring term.

141. GENETICS. A study of the principles of inheritance in plants and animals. (NOTE: Biology majors enrolled in Biology 141 are required to enroll concurrently in Biology 147.) Fall term.

143, 144. GENERAL BIOLOGY. A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week. Each term.

147. GENETICS LABORATORY. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. ½ course. Fall term.

148. ECOLOGY. A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Not offered in 1970-71.

150. DRUGS. This course includes chemistry and biological effects of drugs including cigarettes and alcohol. It will also examine the environmental effects of drugs. Interim.

152. MOLECULAR BIOLOGY. This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. Prerequisite: Permission of the instructor. 1½ courses. Spring term.

158. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Spring term.

340. MARINE BIOLOGY. A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 101. Interim.

349. SEMINAR. Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Fall term.

354. SPECIAL TOPICS. Lectures and laboratories in selected areas of contemporary biology. 1½ courses. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

CHEMISTRY

Professor Mark C. Paulson (Chairman); Associate Professor W. Dale Richey; Assistant Professor Gerst A. Gibbon.

MAJOR REQUIREMENTS: B.S. DEGREE: 14½ courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 105, 115, 106, 116, 301, 311, 312, 320, 322, 331, 341, 603 and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry; the equivalent of Mathematics 101 and 102; Mathematics 151 and 152 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of German is required for this degree.

B.A. DEGREE: 11½ courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 105, 115, 106, 311, 301, 312, 320, 331, 603 and 604. The physics and mathematics courses listed in the above paragraph are prerequisite to some of the chemistry courses.

GENERAL EDUCATION: Chemistry 102 is designated as a general education course.

001. FRESHMAN SEMINAR: GENERAL CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Prospective majors are expected to enroll in Chemistry 103 rather than in this course. Fall term.

102. CONTEMPORARY TOPICS IN CHEMISTRY. Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly. Spring term.

103. STRUCTURAL CHEMISTRY. An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly. Fall term.

104. ELEMENTARY ANALYTICAL CHEMISTRY. Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 114. Spring term.

105. ORGANIC CHEMISTRY. A study of the preparation, reactions, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 115. Fall term.

106. ORGANIC CHEMISTRY. Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 105 and Chemistry 115. Spring term.

108. BIOCHEMISTRY. Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 105 and Chemistry 115. Spring term.

114. QUANTITATIVE ANALYSIS LABORATORY. Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course. Spring term.

115. ELEMENTARY ORGANIC LABORATORY. Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 105. ½ course. Fall term.

116. ORGANIC CHEMISTRY LABORATORY. Six hours of laboratory weekly. Corequisite: Chemistry 106. ½ course. Spring term.

301. SEMINAR IN CURRENT RESEARCH METHODOLOGY. Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course. Fall term.

311. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and three hours of laboratory weekly. Prerequisite: Chemistry 104, 105, 114 and 115, one year of calculus and one year of college physics. Fall term.

312. PHYSICAL CHEMISTRY. Electrochemistry, kinetic theory, and chemical kinetics. Three lectures and one recitation weekly. Prerequisite: Chemistry 311. Spring term.

320. INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS. An intensive experience for the chemistry major, involving a minimum of 135 hours of laboratory work utilizing a variety of analytical instruments. Prerequisite: Chemistry 311. Interim.

322. TOPICS IN ANALYTICAL CHEMISTRY. Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311 and Chemistry 320. Spring term.

331. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312. Fall term.

341. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 106, 116, 312 and 320. 1½ courses. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.
603-604. TUTORIAL. Each term and Interim.

DRAMA

Associate Professors Jerry S. Wenneker (Chairman) and Jack Neeson; Lecturer Bert P. Nemitz; Technical Associate Russell G. Stang.

Major Requirements: 11 drama courses, including Drama 101, 102, 103, 104 and the tutorial.

General Education: All departmental courses can be designated as general education courses except for the following: 303, 304, 501, 500, 502 and 603-604.

001. FRESHMAN SEMINAR: FORM IN PERFORMANCE. A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama. Fall term.

002. FRESHMAN SEMINAR: GEORGE BERNARD SHAW, MAN OF THE THEATRE, MAN OF THE WORLD. This course will consider Shaw's many interests: social, political, religious, artistic; as expressed in his pamphlets, essays, criticism, as well as some of his plays. Spring term.

101, 102. THEATRE WORKSHOP. Voice and movement for the stage. Practice and projects to extend personal capabilities, and where appropriate, background theory. ½ course. Each term.

103, 104. FIRST COURSE IN THEATRE. A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions. Each term.

105. ACTING I. Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation. Fall term.

106. ACTING II. An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Spring term.

107. AMERICAN DRAMA. A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins. Not offered in 1970-71.

108. MODERN BRITISH DRAMA. A study of plays from Pinero to Pinter. Not offered in 1970-71.

109. DRAMATIC CRITICISM I. Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Not offered in 1970-71.

110. DRAMATIC CRITICISM II. Study of new concepts of drama and the application of dramatic theories through experimental scripts. Not offered in 1970-71.

111. THEATRE HISTORY I. This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare. Fall term.

112. THEATRE HISTORY II. This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today. Spring term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments. Fall term.

301. EARLY EUROPEAN DRAMA. Advanced studies in the development of drama from Greek classics to nineteenth century realism. Fall term.

302. MODERN EUROPEAN DRAMA. Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express. Spring term.

303, 304. DIRECTING. Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

ECONOMICS

Assistant Professor Doreen Boyce (Chairman); Instructor Alfred J. Francfort, Jr.

MAJOR REQUIREMENTS: 10 courses, including Economics 101, 102, 121, and the tutorial, but not including the Freshman Seminar.

Students seriously interested in pursuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

GENERAL EDUCATION: The course in macroeconomics, Economics 101, is designated as a general education course.

001. FRESHMAN SEMINAR: ECONOMICS: A SOCIAL SCIENCE. This course is planned to give freshmen an opportunity to discover the range of problems about which economists are concerned and the kinds of analytical tools which are available to them. It is concerned with the theory of national income determination, and price and distribution theory. Great economic ideas and issues of the past and present are introduced with emphasis on these ideas and policy issues of continuing influence in national and international economic affairs. Spring term.

101. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Fall term.

102. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101. Spring term.

111. SEMINAR: MACROECONOMICS. This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems

facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101. Fall term.

112. SEMINAR: MICROECONOMICS. An advanced study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102. Not offered in 1970-71.

113. MONEY AND BANKING. The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101. Fall term.

114. PUBLIC FINANCE. An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory, rather than description. Prerequisite: Economics 101. Not offered in 1970-71.

115. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. Topics include general structure, resources, agriculture and marketing, money and banking, industrialization and capital formation, and the need for planned growth with stability. Students are also asked to make a study of a particular problem or region chosen by them in consultation with the instructor. Prerequisite: Economics 101. Not offered in 1970-71.

116. DEMOGRAPHIC ECONOMICS. The economic consequences of demographic and social change in underdeveloped and developed countries. Special attention to be devoted to the relations between population growth and resources, age-structure effect on demographic and economic variables, and migration of talent and other resources. The course will also be concerned with the components of population change and their determinants and explanatory theories for changes in rates of natural increase. (See also Black Studies.) Not offered in 1970-71.

117. INTRODUCTION TO URBAN AND REGIONAL ECONOMICS. A survey of general principles of location of economic activities and the analysis of relationships between spatially separated urban and regional economics. Economic development of subnational economic areas. Prerequisite: Economics 101 and 102. Not offered in 1970-71.

119. INTERNATIONAL ECONOMICS. Introduction to international trade and finance: an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 or 102. Spring term.

121. HISTORY OF ECONOMIC THOUGHT. The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen and Keynes. Prerequisite: Economics 101 or 102. Not offered in 1970-71.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

EDUCATION

Assistant Professors Lorraine Morgan (Chairman) and Vivien C. Richman; Instructor Lester F. Jipp; Lecturer Carolyn Howe; Consultant Howard Russell.

Requirements for Recommendations for State Certification in Teaching. Students are recommended for N-6 or secondary Pennsylvania certification after they have satisfactorily completed the teacher preparation program and the College requirements for the bachelor degree. Students are recommended for certification in other states when they have completed the specific requirements of that state. All education students are required to take the National Teacher Examinations in their senior year.

The required professional program for the secondary level includes Education 102, 120, 121, 422, 423 plus recommendation of the College for certification. The required professional program for nursery-sixth grade includes Education 102, 108, 111, 112, 313, 414, 415 plus recommendation of the College for certification. All students are expected to participate in field experiences as they relate to the instructional program. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. SEMINAR IN EDUCATION. Students investigate the role of a classroom teacher by using materials that simulate a school. Teaching behaviors are identified and evaluated according to research findings, verbal and non-verbal interaction analysis, and effect on pupil performance. The role of the teacher in American society as a citizen, professional scholar, and educational leader is also analyzed. Students are encouraged to devote several hours a week as a volunteer teacher aide in the public schools. Spring term.

✓ 108. COMMUNICATION SKILLS AND THE ARTS. Students examine and assess themselves through selected standardized tests. Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102. Each term.

✓ 111. THE CONTEMPORARY PRESCHOOL. Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.) Spring term.

112. THE CONTEMPORARY ELEMENTARY SCHOOL. Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102. Each term.

120. PRINCIPLES OF SECONDARY EDUCATION. Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils in the context of their college major discipline. The role of reading in the academic curriculum is investigated. Guided observation in local schools reinforces the theoretical considerations of the course. Prerequisite: Education 102. Fall term.

121. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experience in working with adolescents on an informal basis are arranged. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 120. Spring term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.) Fall term.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health, and outdoor education as it relates to the elementary education curriculum. Spring term.

310. JUNIOR AND SENIOR INTERIM. An experimental course designed for cultural, social, teaching, and living experiences in an off-campus station. Teams will be equipped with 8 mm. movie camera, 35 mm. single lens camera, and a cassett recorder for documenting. Experiences will be compared upon return to campus. It is planned to provide Chatham students with the opportunity to teach Mexican-American children, and children of a rural southern Pennsylvania mining community. Prerequisite: Education 102, 108. Interim.

313. JUNIOR FIELD AND SEMINAR STUDY FOR ELEMENTARY STUDENTS. Second semester juniors having completed at least three terms of field experiences evaluate individual professional growth with the faculty. An area of concentration selected by the student and supported by a member of the faculty is the focus of

in depth study. Field experiments will be encouraged if appropriate. Specialization in a particular content area may be an option. Individualization and continuing professional growth is the goal of the course. Seminars are conducted to examine points of view, ideas, and experiences. Students from other levels of preparation are invited to participate in the seminars as observers. Prerequisite: Education 102, 108, 111, 112. Spring term.

401. TEACHING IN AN URBAN SETTING. Seniors who have completed the education sequence are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects sensitivity modules, readings, films, and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of certification, in an inner city school is provided through cooperation with the Pittsburgh Public Schools. Prerequisite: Completion of the professional sequence. (See also Black Studies.) Spring term.

414. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach at the preschool and elementary school levels under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors when appropriate are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

415. SENIOR SEMINAR FOR ELEMENTARY STUDENT TEACHERS. Students explore and analyze specific problems encountered in student teaching; synthesis of materials and methods, related to total school curriculum; relationships of measurements, evaluation, observation to identify instructional needs and evaluation of pupil performance. Practice in teaching behaviors using video tape recordings is continued. Fall term.

422. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach on the secondary level. This experience

is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 courses. Fall term.

423. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. Students analyze and discuss problems of teaching approached historically, philosophically, and sociologically as based upon the practical experience and observation received from student teaching. Practice in teaching behaviors using video tape recordings is continued. Fall term.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Completion of the professional sequence. Each term and Interim.

ENGLISH

Professors Frances Eldredge (Chairman) and Mary A. McGuire; Associate Professor John W. Cummins; Assistant Professor Donald G. Adam; Instructors Elizabeth Handel and Marjorie Weinhold.

Major Requirements: 12 courses in the department, including the tutorial: three courses must represent study of historical periods; two courses must represent study of single or comparative authors; and one course must represent study of a mode or genre.

The student must demonstrate her proficiency in prose composition through certification by a member of the department.

Independent study as one or more of the 12 courses may be arranged between a student and an instructor.

General Education: The following courses are designated as general education courses: 116, 117, 122, 123, 130, 132, 133, 134, 136, 137, 141, 142, 143, 144, 190, 191, 192.

001. FRESHMAN SEMINAR: POLITICS AND THE NOVEL. A discussion of fiction which expresses and analyzes questions of both practical political behavior and political theory. Among the issues discussed may be the rise of dictatorship, structure of political organization, revolution, demagoguery, colonial exploitation, and decay of political systems. Among the authors read may be Adams, Conrad, Golding, Malraux, Mann, Silone, Sholokov, Solzhenitsyn, and Warren. Fall term.

002. FRESHMAN SEMINAR: *THE WASTE LAND.* A close study of the creative imagination at work in T. S. Eliot's *The Waste Land,* including the poet's use of such acknowledged sources as Frazer, Weston, and the Jacobean dramatists, and such unacknowledged influences as Dickens, Browning, and Tennyson. Fall term.

003. FRESHMAN SEMINAR: ARTISTS, WRITERS, AND MUSICIANS. A study of the creative imagination of artists, writers, and musicians as presented in various twentieth century works. Intensive reading; extensive writing. Spring term.

004. FRESHMAN SEMINAR: READING POETRY. An investigation into ways of reading poetry for increased enjoyment and understanding. The class will explore poems from the present and the past in order to become more perceptive of poetic "meaning." Each student will have the opportunity to examine closely a body of poems by each of two different poets and will attend readings by poets at the International Poetry Forum of Pittsburgh. Spring term.

005. FRESHMAN SEMINAR: THE THRUST OF LANGUAGE. An exploration in the multiple use of language. Readings from such writers as Cleaver, Hayakawa, LeRoi Jones, McLuhan, Swift, and Tom Wolfe. Spring term.

HISTORICAL PERIOD COURSES

110. EARLY BRITISH LITERATURE. A study of selections from the literature of Anglo-Saxon and later medieval England, with some attention to continental influences. Fall term.

111. LITERATURE OF THE ENGLISH RENAISSANCE. A study of the new poetry produced under impact from the Renaissance, from Wyatt, Surrey, and Sidney through the lyric poetry of Donne and Milton, including developments in pastoral, sonnet, and the erotic narrative. Also studied will be selected Elizabethan prose fiction and dramas by Marlowe and Webster. Not offered in 1970-71.

112. THE AUGUSTAN AGE. A study of the literature of Dryden, Swift, and Pope, emphasizing the artists' responses to historical event, to political alienation, and to the desire for social stability. The course will also consider the unique qualities of the drama of the period and the development of the periodical essay. Not offered in 1970-71.

113. THE AGE OF JOHNSON. A study of the peak and decline of neo-classicism as reflected in the work of members of The Club: Johnson, Hume, Reynolds, Goldsmith, Boswell, *et al*. The course will also consider the rise of romantic attitudes in such writers as Smart, Cowper, Chatterton, Burns, and Blake. Fall term.

114. ENGLISH LITERATURE: 1800-1900. A study of works representative of important cultural developments in England from romanticism to realism and the art for art's sake movement. Fall term.

115. LITERATURE OF THE TWENTIETH CENTURY. An examination of important works of fiction and poetry by Lawrence, Yeats, Joyce, Eliot, Faulkner, and others. Fall term.

116. MAJOR AMERICAN WRITERS TO THE CIVIL WAR. A study of writings from the colonial period to the Civil War, with major emphasis on Poe, Hawthorne, Emerson, Thoreau, and Melville. Not offered in 1970-71.

117. MAJOR AMERICAN WRITERS SINCE THE CIVIL WAR. A study of writings from the Civil War to World War II, with emphasis on Whitman, Dickinson, Twain, James, and Frost. Not offered in 1970-71.

AUTHORS COURSES

120. CHAUCER: SHORTER POEMS AND *TROILUS AND CRISEYDE.* A study of Chaucerian poetry exclusive of *The Canterbury Tales*, with some attention to continental sources. Prerequisite: English 110, or permission of the instructor. Fall term.

121. CHAUCER: *THE CANTERBURY TALES.* A study of the *Tales*, with some attention given to sources and analogues. Prerequisite: English 110, or permission of the instructor. Spring term.

122. HOMER AND DANTE IN TRANSLATION. A study of two of the most perennially moving and continuingly influential of narrative poems in our western heritage: *The Iliad*, which focuses the pre-classical heroic concept of man in relation to war and peace, and *The Divine Comedy*, which focuses the dynamic medieval Christian concept of man's place and growth in the universe. Fall term.

123. SHAKESPEARE: HISTORY PLAYS, COMEDIES, SONNETS. A study of Shakespeare's sonnets and of his dramatization of Tudor views of history and his development from mannered Elizabethan comedy to an integration of comedy with history and to the sparkling "high comedies." Fall term.

320. SEMINAR: SHAKESPEARE'S SONNETS AND TRAGEDIES. An investigation of special topics in Shakespearean tragedy, with study of Shakespeare's sonnets in relation to his tragedies and to his personality. Prerequisite: Acquaintance with at least four of the major tragedies; English 111 is desirable but not required. Not offered in 1970-71.

321. SEMINAR: DONNE AND MILTON. A study of two extreme individualists among the poets of the late renaissance in England who are antithetical to each other in almost every way—their ideas of poetry, of politics, their absorption and use of natural science, their knowledge and use of the classics, their interpretations of religion, their equally powerful techniques of poetic composition, their prose styles. Some attention will be given to the fluctuations of their literary reputations. Spring term.

322. SEMINAR: POPE AND SWIFT. An intensive and comparative study of the greatest poet and the greatest prose writer in English neo-classicism. Not offered in 1970-71.

323. SEMINAR: DICKENS AND TROLLOPE. A study of major representative novels by two important Victorian writers. Fall term.

324. SEMINAR: BECKETT, JOYCE, AND YEATS. An intensive study of *Three Novels* by Samuel Beckett; *Ulysses* by James Joyce; and poetry and *A Vision* by W. B. Yeats. Fall term.

325. SEMINAR: FAULKNER. A study of the major representative novels of William Faulkner. Not offered in 1970-71.

MODE AND GENRE COURSES

130. THE RISE OF THE NOVEL. A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen. Spring term.

131. NINETEENTH CENTURY ENGLISH POETS. A study of the major works by the chief poets of the Romantic and Victorian eras. Spring term.

132. THE NINETEENTH CENTURY ENGLISH NOVEL. A study of major nineteenth century English novels both as art and as reflection of the Victorian age. Not offered in 1970-71.

133. MODERN AMERICAN POETRY. An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Not offered in 1970-71.

134. THE DEVELOPMENT OF THE AMERICAN NOVEL. A study of themes and techniques in the American novel from the beginnings to the 1920's. Fall term.

135. TRAGIC MODES. An exploration of the tragic patterns and their terms of expression in literature and drama. Fall term.

136. COMIC MODES. A study of comedy as literary mode, as informing spirit in art, and as philosophical problem. The course will consider both the theory and practice of the comic modes in fiction, poetry, drama, and motion pictures. Not offered in 1970-71.

137. SATIRIC MODES. A study of the satiric modes as ritual, as social commentary, as moral judgment, in the works of several classical and modern authors in all genres. The course will also consider some expressions of satire in the visual arts and in motion pictures. Spring term.

OTHER DEPARTMENTAL COURSES

140. PRINCIPLES OF LITERARY CRITICISM. A course designed to develop the student's critical abilities and to heighten appreciation of literature by the study of literary theory and critical method, and by the application of critical principles. Spring term.

141. INTRODUCTION TO LINGUISTICS. An introduction to the concerns of linguistics, its theories and applications. The course is designed to provide the student with an understanding of the history, nature, and functions of the English language, and with the necessary linguistic tools for furthering that understanding. Spring term.

142. ADVANCED EXPOSITION. The course places its emphasis on expository writing as communication. Intensive work in the manipulation of language through the study of such concerns as structure, diction, and tone. Fall term.

143, 144. IMAGINATIVE WRITING I, II. Individual students in this course may choose any form of prose or verse in which to cast their writing. The class meetings are spent in comment and criticism. Each term.

190. MEN AND WOMEN IN SOCIETY. Interdisciplinary explorations in art, biology, literature, sociology, history, philosophy, economics, and education. Extensive reading; seminar papers; visiting lecturers. Spring term.

191. THE DOCUMENTARY AND EXPERIMENTAL FILM. An examination of the nonfiction film and the experimental film. Attention is given to the film maker as artist, propagandist, and recorder. Representative films, American and foreign, will be studied. Lectures, screenings, discussions, and reports. Interim.

192. INTERRELATIONS AMONG THE ARTS. Each year the course will identify and explore a single problem which recurs in all the arts and the ways in which various media solve the problem. Requirements of the course may be met in part by work done in one or more of the arts chosen by the student. Interim.

326. SEMINAR: CREATIVE WRITING. A seminar in creative writing given by the Poetry Forum's poet-in-residence. Permission to enroll in this course, which is shared with students from the other five colleges in Pittsburgh, will be given to four qualified Chatham students by the department. Fall term.

370. SEMINAR: AMERICAN STUDIES. EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments noted in English 116, 117, and in History 153, 154, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified students by permission of the instructor. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

601. TUTORIAL. A course for those students whose tutorial projects have evolved from an English Department seminar or Independent Study course. Each term and Interim.

603-604. TUTORIAL. A course for those students who have not taken English 601. Each term and Interim.

HISTORY

Professors J. Cutler Andrews (Chairman) and Stephen Borsody; Assistant Professors Arthur G. Smith and Michael Weir; Lecturer Corinne A. Krause.

MAJOR REQUIREMENTS: 11 courses including Historiography (History 158); two each of United States history, Ancient and Medieval history, and Modern European history; and the tutorial.

GENERAL EDUCATION: The following courses in history are designated as general education courses: 101, 103, 106.

001. FRESHMAN SEMINAR: THE HEROIC AGE. A multidiscipline examination of the protohistorical period in the West. The course will include readings from *Beowulf, Exodus,* and similar near contemporary sources as well as from the works of modern scholars in anthropology, history, and psychology. Fall term.

004. FRESHMAN SEMINAR: THE MODERNIZATION OF EUROPE. Selected Topics. To be selected at the beginning of the term. Spring term.

101. THE FORMATION OF EUROPE. An introduction to the study of history in general and of European history in particular. The emergence of Europe as a distinct historical phenomenon is studied from ancient times through early modern times. The emphasis is on interpretation and philosophy of history. Fall term.

103. THE ATLANTIC WORLD TO 1860. Early American history in the perspective of early modern European history, emphasizing parallel developments in Europe and America that have meaningful connections and which illustrate the historical process and the method through which the historian works. Discussions of collateral readings are an integral part of the course. Fall term.

106. EUROPEAN SOCIETY TO 1600. An examination of the development of western society through contemporary sources such as *Beowulf* and Machiavelli's *The Prince*, as well as through the works of modern scholars. Spring term.

111. HISTORY OF THE ANCIENT ORIENT AND THE GREEK STATES. Early civilization in the ancient Near East; origins of science, religion, and law; the philosophic enterprise and political development of the Greeks; arts and archaeology of the period. Not offered in 1970-71.

112. HISTORY OF ROME AND THE ROMAN WORLD IN THE CHRISTIAN ERA. The rise and decline of Rome as a world power; evolution and triumph of Christianity; cultural developments in the late antique world, including its art and archaeology. Not offered in 1970-71.

113. HISTORY OF THE EARLY MIDDLE AGES. A survey of the West from the fall of the Roman Empire to the advent of the High Middle Ages. Particular stress will be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with. Fall term.

114. HISTORY OF THE HIGH MIDDLE AGES. A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism. Spring term.

115. RENAISSANCE AND REFORMATION. The decline of the Christian West from the time of Dante through the close of the Thirty Years' War; among the topics studied will be the papal schism and the conciliar movement, both Italian and northern humanism, the formation of the modern state system, with special attention given to both Protestant and Catholic reformations. Not offered in 1970-71.

116. THE AGE OF REASON AND ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Not offered in 1970-71.

121. MODERN NATIONALISM: EUROPEAN BEGINNINGS OF A WORLD MOVEMENT. Origins of modern nationalism. Development of the nineteenth century European nation-state system as a prelude to a twentieth century world move-

ment. Crisis of Europe's multinational empires. Domestic and international problems in the age of nationalism and liberalism. Fall term.

122. THE TWO WORLD WARS: EUROPEAN ORIGINS AND CONSEQUENCES. Diplomatic history of the World Wars. The peace settlement of 1919 and the interwar era. International and ideological conflicts. Communism, Fascism, Nazism, and the crisis of democracy. The Second World War and the Cold War. The new Europe since 1945. Spring term.

129. SPECIAL TOPICS IN HISTORY: SEMINAR IN MIDDLE EUROPE. An area study of Europe's so-called Middle Zone between Germany and Russia which comprises present-day Poland, Czechoslovakia, Austria, Hungary, Rumania, Yugoslavia, and Bulgaria. The process of nation building from early nineteenth century through World War I; the era of independence between the two World Wars; the Soviet sphere of influence since World War II. Following an investigation of general problems, students will concentrate their readings on one country of the area. Not offered in 1970-71.

131. POLITICAL AND CONSTITUTIONAL HISTORY OF EARLY MODERN BRITAIN. Consideration will be given to the dynamics of British political development during the formative years of parliamentary government in the sixteenth and seventeenth centuries. Particular attention will be given to the struggle to determine where governing authority resided, and changing attitudes toward government, social order and the nature of authority. Not offered in 1970-71.

132. SOCIAL HISTORY OF MODERN BRITAIN. Emphasis in this course will be placed upon popular movements, unrest, and social change, with particular attention given to the social impact of industrialism and to the causes and effects of modern democracy and socialism in Britain. Not offered in 1970-71.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. This course will focus upon the evolution of British colonial policies, the spread and adaptation of British institutions and ideas throughout the Empire, and the changing attitudes of the British toward their Empire. Several colonies will be

studied in depth to determine the non-Western response to British imperialism. Attention will be given to both the colonies of settlement and the colonies of exploitation. Not offered in 1970-71.

141. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Not offered in 1970-71.

142. THE RUSSIAN REVOLUTION AND THE SOVIET SYSTEM. The crisis of late Imperial Russia. Lenin and the Socialist movement. The revolutions of 1905 and 1917. World War and Civil War. The Soviet Union under Lenin and Stalin. The East-West crisis and the post-Stalin era. Spring term.

143. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism. (See also Black Studies.) Each term.

145. LATIN AMERICAN HISTORY: THE COLONIAL PERIOD. The Indian background and the Spanish Empire, emphasizing the development of Latin American civilization as the result of the impact of the Spanish civilization upon the indigenous cultures. Special attention will be given to the social and economic history of the period: race mixture, slavery, and the role of the Church and the Spanish monarchy in the emergence of the institutions of modern Latin America. Fall term.

146. LATIN AMERICAN HISTORY SINCE 1825. Independence to Social Revolution. Beginning with the common problems of the Latin American Republics, the course will focus upon the histories of two nations, one "old" country, where the Indian heritage has played a decisive role, and one "new". country, where the European influence has sought to effect social change by peaceful means and by revolution. Spring term.

151. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors and the study of selected historical problems. Not offered in 1970-71.

152. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and the problem approach to recent United States history. Not offered in 1970-71.

153. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Not offered in 1970-71.

154. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy, and the arts. Spring term.

155. THE UNITED STATES IN THE TWENTIETH CENTURY, TO 1933. Emphasis on political and economic history with respect to both domestic and foreign policy. Particular attention will be given to the progressive movement, the entrance of the United States into the world balance of power, the isolationism of the 1920's, the United States government and the economy, immigration and emigration. Fall term.

156. THE UNITED STATES IN THE TWENTIETH CENTURY, FROM THE NEW DEAL TO THE PRESENT. This course will make use of the problem approach to such topics as: Depression and New Deal, the breakdown of isolation, global war, cold war diplomacy, impact of automation on American economy, the urban world, role of minority groups, strains and stresses of an affluent society. Spring term.

157. HISTORY OF THE AMERICAN REVOLUTION, 1763-1787. This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Not offered in 1970-71.

158. HISTORIOGRAPHY. An examination of the development of historical writing through readings from great historians. Also, an examination of modern approaches to history. Spring term.

339. SPECIAL TOPICS IN HISTORY: SEVENTEENTH CENTURY ENGLISH REVOLUTION. A seminar involving readings and discussion of historical literature dealing with the English Revolution and research into selected problems. Not offered in 1970-71.

359. SPECIAL TOPICS IN HISTORY: AMERICAN CIVIL WAR AND RECONSTRUCTION. An American history seminar involving broad reading in the literature of Civil War and Reconstruction and intensive research in selected problems. Prerequisite: Permission of the instructor. Fall term.

370. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments noted in English 116, 117 and History 153, 154, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified upperclassmen by permission of the instructor. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MATHEMATICS

Professor William A. Beck (Chairman); Instructor John W. Curry; Lecturers Solomon A. Nasser, Mary G. O'Donnell and Harry T. Sedinger.

MAJOR REQUIREMENTS: 12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

General Education: The following courses in mathematics are designated as general education courses: 101, 102, 105, 106, 110, 115, 116, 155.

101. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS I. Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Fall term.

102. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS II. A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, antidifferentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, and psychology. Rigorous treatment of sequences and limits. Approximation techniques, Taylor polynomials. Introduction to computer programming. Three lecture-discussion periods and one laboratory period per week. Spring term.

105. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics. Fall term.

106. INTRODUCTION TO MODERN MATHEMATICS II. Topics determined by interests of participants. Emphasis on reasoning by analogy. Possible topics include algebraic structure of the integers and of polynomial functions over a field. Prime elements and divisibility theory. Diophantine equations. Algorisms and calculation techniques. Abstractions from the integers and polynomial functions. Prerequisite: Mathematics 105 or equivalent. Not offered in 1970-71.

110. ELEMENTARY STATISTICS. Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics. Each term.

115, 116. PROBLEM SEMINAR. Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course. Each term.

117, 118. MATHEMATICS SEMINAR. A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course. Each term.

121, 122. INTERMEDIATE ANALYSIS I, II. An integration of multivariable calculus and linear algebra: linear spaces and transformations; partial differentiation and multiple integration; implicit function theorems; transforms; applications to differential equations; qualitative analysis. Prerequisite: Mathematics 101 and 102 or equivalent. Each term.

127, 128. ADVANCED ANALYSIS I, II. Topology of R^n; limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite:

Mathematics 121 and 122 or equivalent. Mathematics 128 offered Fall term; Mathematics 127 not offered in 1970-71.

141, 142. ABSTRACT ALGEBRA I, II. Elements of modern abstract algebra and advanced treatment of linear algebra. Algebraic systems. Prerequisite: Mathematics 121 and 122 or equivalent. Mathematics 141 offered Spring term; Mathematics 142 not offered in 1970-71.

151, 152. PHYSICS I, II. Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 and 102 or equivalent. Three lecture-discussion periods and one laboratory period per week. Each term.

155. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or equivalent. Spring term.

331, 332. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite or corequisite: Mathematics 127, 128, 141, and 142 or equivalent. Each term.

501, 500, 502. INDEPENDENT STUDY. Not offered in 1970-71.

603-604. TUTORIAL. Each term and Interim.

MODERN LANGUAGES

Associate Professors Harry C. Goldby, Vincent LoCicero, and Orlando Jardini (Chairman); Assistant Professor Valentina K. Barsom; Instructors Paul A. Desaulniers, Jacqueline Frey, Yvette Miller and Janet L. Walker; Lecturer Bayo Odumeye.

MAJOR REQUIREMENTS IN FRENCH: 12 courses in French including the tutorial. The beginning and intermediate courses (French 101, 102, 103, 104) are not considered part of the major. French 105, 107, 108, 112, 113, 114, and 115 are required of majors. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency. Except under unusual circumstances, majors will observe the following sequence of courses: freshmen, French 107 and 108; sophomores, French 105, 115; juniors, French 112, 113; seniors, French 114 and the tutorial.

MAJOR REQUIREMENTS IN GERMAN: 12 courses in German including the tutorial. The intermediate courses, German 103 and 104, are considered part of the major, but beginning courses, German 101 and 102, are not.

MAJOR REQUIREMENTS IN SPANISH: 12 courses in Spanish including the tutorial. The intermediate courses, Spanish 103 and 104, are considered part of the major, but beginning courses, Spanish 101 and 102, are not.

GENERAL EDUCATION: Special attention is drawn to French 192. All students are welcome in any language course, except tutorials, subject to prerequisites.

FRENCH

020. FRESHMAN SEMINAR: THE YOUTHFUL HERO AND HEROINE IN CONTEMPORARY FRENCH FICTION. The seminar will focus on the youthful hero and heroine as represented in the works of such contemporary French novelists as Alain-Fournier, Radiguet, Cocteau, Sartre, Queneau, Simenon and Genet. Readings and discussion in English. Spring term.

101, 102. ELEMENTARY FRENCH. The fundamentals of speaking, reading, and writing. The audio-lingual approach is stressed. Classes meet four hours a week including one hour of laboratory. Each term.

103, 104. INTERMEDIATE FRENCH. A review of grammar, along with readings in aspects of French civilization and representative literary texts. Classes meet four hours a week including one hour of laboratory. Prerequisite: French 101, 102 or equivalent as determined by a placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Spring term.

107, 108. PRONUNCIATION AND CONVERSATION. An intensive course in spoken French. The Fall term is devoted mainly to developing acceptable French pronunciation; the Spring term to improving fluency. Prerequisite: French 104 or equivalent. Either term may be taken independently. Each term.

111. THE FRENCH LITERARY TRADITION III a. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth century Romantics, Realists, Symbolists, and Parnassians, and/or of the leading authors and intellectual movements of the twentieth century. May be offered as credit towards the major in lieu of French 114. Prerequisite: French 104 or equivalent. Fall term.

112, 113, 114. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. A three-term sequence: Literary Tradition I, the Middle Ages and the Renaissance; Literary Tradition II, the Classical Period and the Age of Enlightenment; Literary Tradition III, Romanticism, Realism, Symbolism, the Parnassians, and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 105, 107, 108 and 115 (105 and 115 may be taken concurrently). Each term. 114 not offered in 1970-71.

115. FRENCH CIVILIZATION. The social, artistic, cultural, and political background of modern France. Slides and musical selections are used to supplement readings and lectures. Prerequisite or corequisite: French 107, 108. Not offered in 1970-71.

120. SEMINAR. Studies in particular areas of French literature or thought. Prerequisite or corequisite: French 107, 108. Not offered in 1970-71.

140. THE SEVENTEENTH CENTURY THEATER. A study of selected works of Corneille, Racine, and Molière. Prerequisite or corequisite: French 107, 108. Spring term.

145. THE "PHILOSOPHES." A study of the works of such Age of Enlightenment figures as Montesquieu, Voltaire, Diderot, and Rousseau with emphasis on their contribution to the shaping of the modern world. Prerequisite or corequisite: French 107, 108. Fall term.

150. THE SYMBOLIST AND PARNASSIAN POETS. An analysis of the poetic techniques of Lautréamont, Baudelaire, Laforgue, Verlaine, Leconte de Lisle, Rimbaud, Mallarmé, and others. Prerequisite or corequisite: French 107, 108. Not offered in 1970-71.

151. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Merimée, Daudet, de Maupassant, and Zola. Prerequisite or corequisite: French 107, 108. Not offered in 1970-71.

155. THE CONTEMPORARY NOVEL. Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite or corequisite: French 107, 108. Fall term.

156. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre, and Camus. Prerequisite or corequisite: French 107, 108. Not offered in 1970-71.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Prerequisite: Two years of French. Not offered in 1970-71.

192. NOVEL TO FILM. A comparative arts course which will study the various literary aspects of a given novel and its adaptation to the film medium. Students will do research on critical reaction to both the novel and the film, and participate in writing a scenario based on a piece of fiction. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

GERMAN

101, 102. ELEMENTARY GERMAN. Pronunciation, fundamentals of grammar, vocabulary building, and reading. The conversational approach is stressed. Classes meet four hours a week including one hour of laboratory. Each term.

103, 104. INTERMEDIATE GERMAN. Readings in aspects of German civilization and representative literary texts. Review of grammar. Practice in spoken and written German. Prerequisite: German 101, 102 or equivalent as determined by a placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An advanced course emphasizing grammar review and practice in the writing of formal and idiomatic German. Prerequisite: German 104 or equivalent. Not offered in 1970-71. (See Carnegie-Mellon course offerings.)

111, 112. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Old High German period to the present. Fall term: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. Spring term: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 103, 104 or equivalent. Each term.

120. SEMINAR. Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings

will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 111, 112 or permission of the department. Spring term.

145. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 111, 112 or permission of the department. Not offered in 1970-71. (See Carnegie-Mellon course offerings.)

150. GERMAN LITERATURE OF THE NINETEENTH CENTURY. A study of the development of German Romanticism, Poetic Realism, and Naturalism. Prerequisite: German 111, 112 or permission of the department. Not offered in 1970-71. (See Carnegie-Mellon course offerings.)

155. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 111, 112 or permission of the department. Not offered in 1970-71. (See Carnegie-Mellon course offerings.)

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RUSSIAN

101, 102. BEGINNING RUSSIAN. The fundamentals of speaking, reading, and writing; pronunciation, basic grammar, and vocabulary building. The conversational approach is stressed. Each term.

103, 104. INTERMEDIATE RUSSIAN. Readings in Russian culture, civilization, and the major writers. Conversational approach to the readings is stressed. Grammar review. Prerequisite: Two years of secondary school Russian or Russian 101, 102. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written Russian including a complete review of Russian grammar. Translation from Russian texts and free composition. Prerequisite: Russian 104 or equivalent. Not offered in 1970-71.

107. COMPOSITION, GRAMMAR, AND CONVERSATION. This course has two aspects. It includes intensive study of Russian grammar and exercises in translation and free composition. It also includes intensive exercise of Russian conversation aiming to increase the student's fluency and oral command of the language. Prerequisite: Russian 104 or permission of the instructor. Not offered in 1970-71.

111, 112. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. Fall term: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Spring term: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the text and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Three years of secondary school Russian or Russian 103, 104. Not offered in 1970-71.

125. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky. Not offered in 1970-71.

126. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitzin, Gladkow, and prose writings of the Symbolist movement. Not offered in 1970-71.

127. DOSTOEVSKY IN TRANSLATION. A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed*. Fall term.

SPANISH

101, 102. ELEMENTARY SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Each term.

103, 104. INTERMEDIATE SPANISH. A review of grammar, along with readings in aspects of Spanish civilization and representative literary texts to improve spoken and written Spanish. Classes meet four hours a week including one hour of laboratory. Prerequisite: Spanish 102 or equivalent as determined by the placement examination. Each term.

105. SPANISH GRAMMAR AND COMPOSITION. An intensive course in written Spanish, emphasizing the finer points of grammar and style. Translation from English texts and free composition. Prerequisite: Spanish 104 or equivalent as determined by the placement examination. Not offered in 1970-71.

111, 112. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or equivalent as determined by the placement examination. Each term.

115. SPANISH CIVILIZATION. The cultural heritage of Spain: the interrelation of its customs and institutions with arts and letters. Prerequisite: Spanish 104 or equivalent as determined by the placement examination. Not offered in 1970-71.

117. SPANISH AMERICAN LITERATURE. An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 112 or equivalent as determined by the placement examination. Not offered in 1970-71.

141. SPANISH LITERATURE OF THE GOLDEN AGE: DRAMA. The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 112 or equivalent as determined by the placement examination. Fall term.

142. SPANISH LITERATURE OF THE GOLDEN AGE: NON-DRAMATIC. Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 112 or equivalent as determined by the placement examination. Spring term.

151. SPANISH LITERATURE OF THE NINETEENTH CENTURY. A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 112 or equivalent as determined by the placement examination. Not offered in 1970-71.

155. SPANISH LITERATURE OF THE TWENTIETH CENTURY. The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 112 or equivalent as determined by the placement examination. Not offered in 1970-71. (See Carnegie-Mellon course offerings.)

320. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Spanish 112. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

OTHER DEPARTMENT OFFERINGS

181. YORUBA. This course is basically for beginners. It is intended to introduce the students to a systematic study of Yoruba words and grammar but more important is the function of using the language through conversation. (See also Black Studies.) Fall term.

MUSIC

Professor Russell G. Wichmann (Chairman); Associate Professor Louis P. Coyner; Assistant Professors Lorenzo Malfatti and Henry Spinelli; Lecturers Margaret Ross and Mihail Stolarevsky.

MAJOR REQUIREMENTS: 14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees.

GENERAL EDUCATION: All departmental courses are designated as general education courses except for the tutorial.

MATERIALS OF MUSIC

101. SEMINAR IN GENERAL MUSIC. General musical terminology. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods. Fall term.

102. MATERIALS OF MUSIC I. A study of scales, intervals, triadic structure in progression and phrase organization correlated with development of aural, keyboard, and writing skills. Prerequisite: Music 101 or equivalent. Spring term.

103. MATERIALS OF MUSIC II. Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural keyboard facility. Prerequisite: Music 102 or equivalent. Fall term.

104. MATERIALS OF MUSIC III. Study of modern techniques with analysis of the styles of important composers of the late nineteenth and twentieth centuries. Creative writing. Prerequisite: Music 103 or equivalent. Spring term.

105, 106. COUNTERPOINT. Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

HISTORY AND LITERATURE OF MUSIC

111. MUSIC THROUGH THE RENAISSANCE. Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance. Not offered in 1970-71.

112. MUSIC IN THE AMERICAS. The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture. Spring term.

113. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Not offered in 1970-71.

114. VIENNESE CLASSICAL MUSIC. Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music. Not offered in 1970-71.

115. OPERA THROUGH THE NINETEENTH CENTURY. An examination of opera as a combined art form beginning with its origin in Italy and including significant contributions of the lyric theatre in Europe and America. Not offered in 1970-71.

116. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Not offered in 1970-71.

117. OPERA IN THE TWENTIETH CENTURY. An examination of the opera of modern times with emphasis on the contributions of American composers. Fall term.

118. MUSIC OF THE NINETEENTH CENTURY. A presentation of important orchestral and choral works of the Romantic period. Not offered in 1970-71.

119. CONTEMPORARY MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American. Not offered in 1970-71.

120. JAZZ THROUGH IMPROVISATION. A workshop in jazz improvisation with emphasis on group performance. Student must be able to perform on a musical instrument. Prerequisite: Permission of the instructor. Interim.

121. NON-WESTERN MUSIC: PRIMITIVE. Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups. (See also Black Studies.) Fall term.

122. PIANOS, PIANISTS, AND PIANO PLAYING. A consideration of the activity of musical performance on the pianoforte including a survey of the development of the instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician. Spring term.

123, 124. HISTORY OF MUSIC. The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term. Each term.

APPLIED MUSIC

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. VOICE. Sec. A ½ course. Sec. B 1 course. Each term.

133, 134. PIANO. Sec. A ½ course. Sec. B 1 course. Each term.

135, 136. ORGAN. Sec. A ½ course. Sec. B 1 course. Each term.

137, 138. VIOLIN. Sec. A ½ course. Sec. B 1 course. Each term.

141, 142. VIOLA. Sec. A ½ course. Sec. B 1 course. Each term.

143, 144. ORCHESTRAL INSTRUMENTS. Sec. A ½ course. Sec. B 1 course. Each term.

ENSEMBLE

151, 152. CHOIR. Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course. Each term.

153, 154. INSTRUMENTAL ENSEMBLE. Preparation and performance of chamber music for various ensembles. ½ course. Each term.

PHILOSOPHY AND RELIGION

Professors Willard E. Arnett and Wing-tsit Chan; Assistant Professor Richard L. Morrill; Instructors Michael S. Burton (Acting Chairman) and Susan Nicholson; Lecturer Solomon Kaplan.

Major Requirements: 10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

General Education: The following courses in philosophy are designated as general education courses: Philosophy 111, 112, 118, 119, 323, 324, 325, 326, 332, 334, 351, 354, 357, 359, 383. The following courses in religion are designated as general education courses: Religion 151, 155, and 342.

PHILOSOPHY

011. FRESHMAN SEMINAR: APPLIED PHILOSOPHY. Assumes readiness to engage in dialogue and hard thinking about: the meaning of liberal arts; morality and cultural relativity; individual freedom and life in community; civil disobedience, violence, and revolution; self-identity and alienation, God, religion, and the meaning of life. Reading will include, among others, Russell, Fromm, Plato, Guevara, Nkrumah, Mill, Locke, Marx, Marcuse, Descartes, Hume, Aquinas, Camus. Fall term.

012. FRESHMAN SEMINAR: SELECTED READINGS IN PHILOSOPHY. Discussion at an introductory level of selected works of five classical philosophers: Plato, Descartes, Hume, Kant, and Mill. Works to be read will be selected on the basis of the availability for general discussion and their presentation of a range of philosophical problems. In the last several weeks of the course philosophical tools and concepts will be used in discussion of a contemporary social issue. Spring term.

111. INTRODUCTION TO PHILOSOPHY: Logical Problems. The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief. Fall term.

112. INTRODUCTION TO PHILOSOPHY: Philosophical Issues. An introductory exploration and critical discussion of classical philosophical problems: knowledge, the nature of mind and body, freedom and determinism, ethics, the existence of God. Readings in traditional (Plato, Descartes, Berkeley, Hume) and contemporary sources. Spring term.

118. ADVANCED INTRODUCTION TO PHILOSOPHY: Problems in Knowing, Being, and Acting. An advanced introduction to philosophy which may be taken by juniors and seniors or by sophomores who have taken an earlier course in philosophy. Readings, lectures, and discussions on the problems of knowing, being, and acting as presented by selected Western philosophers. Not offered in 1970-71.

119. LOGIC. An introductory study of classical and modern logic with exercises in application and criticism. Fall term.

130. LAW AND MORALITY. The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide; and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection are at issue. Interim.

323. HISTORY OF PHILOSOPHY: The First Western Philosophers. The emergence of Western philosophy in Greece; Socrates and Plato; Aristotle, Stoics, Epicureans, and Sceptics; Plotinus and philosophical mysticism. Covers the period 600 B.C. to 400 A.D. Seminar with emphasis on discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Fall term.

324. HISTORY OF PHILOSOPHY: Medieval and Renaissance Philosophy. The development of philosophy in Western Europe from 400 to 1600 A.D. Augustine, Erigena, Anselm, Bonaventure, Aquinas, Scotus, Ockham; mysticism and the first stir-

rings of modern science; Cusa, Bruno, Machiavelli, Boehme, Galileo, and Bacon. Seminar with emphasis on discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Spring term.

325. HISTORY OF PHILOSOPHY: From Descartes to Kant. Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1970-71.

326. HISTORY OF PHILOSOPHY: The Nineteenth Century. Readings, lectures, and discussions in the philosophy of the nineteenth century. The course will deal particularly with the philosophy of Hegel, Schopenhauer, Nietzsche, Bentham, and John Stuart Mill. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1970-71.

332. CONTEMPORARY ETHICAL THEORY. The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Spring term.

334. SEMINAR: SELECTED THEMES AND PROBLEMS IN PHILOSOPHY. An advanced course which investigates in some detail specific problems and themes or, in some instances, the writings of an individual philosopher. With the consent of the instructor, sophomores who have completed a course in philosophy may enroll in a seminar. Spring term.

351. PHILOSOPHY OF ART. Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment. Not offered in 1970-71.

354. PHILOSOPHY OF RELIGION. A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion. Not offered in 1970-71.

357. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1970-71.

359. PHENOMENOLOGY AND EXISTENTIALISM. A critical examination of the origin, development, and validity of the phenomenological method and of existential philosophies of man, knowledge, values, and society. Open to sophomores who have completed at least one other course in philosophy. Not offered in 1970-71.

372. AMERICAN PHILOSOPHY. The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy. Not offered in 1970-71.

383. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor. (See also Black Studies.) Each term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RELIGION

055. FRESHMAN SEMINAR: EXPONENTS AND CRITICS OF RELIGION. A study of contrasting evaluations of the meaning and function of religion in human life.

Positive and negative judgments concerning religion from psychology, sociology, philosophy, and theology will be examined. Spring term.

151. PHENOMENOLOGY OF RELIGION. An examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied. Fall term.

155. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor. Not offered in 1970-71.

342. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor. Not offered in 1970-71.

345. THEOLOGICAL ETHICS. A critical examination of the tradition of Christian ethics, focusing on contemporary theories of the self, the problems of ethical criteria, and selected issues in politics, economics, vocation, sex, and education. Open to sophomores with permission of the instructor. Not offered in 1970-71.

353. SEMINAR IN THEOLOGICAL ETHICS. Important cases in ethics: an analysis of various ethical problems of particular contemporary significance. Topics will include sexuality and the ethics of sex, medical ethics, and the ethics of war, violence, and revolution. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDIES. Each term and Interim.

PHYSICAL EDUCATION

Associate Professor Patience T. Blayden (Chairman); Assistant Professor Sara M. McGrath; Lecturer Bernice Rosen.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

SPORTS

Lectures and laboratory sessions, normally three hours per week, will consist of analysis of scientific principles of body movement and their implications for learning sport skills. All sports will be studied with emphasis on the concept of strategy and tactics relative to ability level.

111. ARCHERY AND BOWLING. ½ course. Fall term.

114. FENCING. ½ course. Spring term.

115. GOLF. ½ course. Each term.

117. RACKET TECHNIQUES-TENNIS-BADMINTON. ½ course. Each term.

119. SKIING-CONDITIONING AND TECHNIQUES. ½ course. Fall term.

121. SELF-DEFENSE. ½ course. Spring term.

133. SOCCER AND VOLLEYBALL. ½ course. Fall term.

136. BASKETBALL-SOFTBALL. ½ course. Spring term.

151. SWIMMING-AQUATIC SKILLS. ½ course. Each term.

155. LIFE SAVING AND WATER SAFETY INSTRUCTORS. (American Red Cross) Prerequisite: Permission of the instructor. ½ course. Each term.

DANCE

141. INTRODUCTION TO MODERN DANCE. For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ credit. Fall term.

143. MODERN DANCE. For intermediates. Intermediate technique, improvisation and choreography. ½ credit. Fall term.

POLITICAL SCIENCE

Associate Professor Frank Bonn; Assistant Professor Douglas C. Chaffey (Chairman); Instructors Neil O. Leighton and J. Thomas McKechnie; Lecturer Frank W. Clark.

Major Requirements: 10 courses in political science, including the tutorial.

General Education: The following courses in political science are designated as general education courses: 111, 130, 132, 135.

001. FRESHMAN SEMINAR: TECHNOLOGY AND UTOPIA. A critical examination of analysts (Marcuse, Brown, Ellul, etc.) who see a relationship in "post-industrial" societies between technological progress and man's ever-increasing degree of alienation. The seminar will focus on the political, social, economic, and psychological dimensions of technological society and the counter-utopias offered as alternatives. Fall term.

101. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. Fall term.

102. THE STUDY OF POLITICAL SCIENCE. This course outlines the development of political science as a discipline, utilizing for discussion purposes major writings in the field. Principal concerns will include: changes in approaches and subject matter in the twentieth century; assessment of where the field stands now and where it will move in the future. Spring term.

111. AMERICAN POLITICAL PROCESSES. The course involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives, and courts. Fall term.

115. POLITICAL PARTIES AND ELECTORAL BEHAVIOR. A study of American political parties in terms of their organizational, governmental, and electoral context. The course will focus on the role parties have played in terms of political choice, partisanship, and leadership in the American political system. Special attention will be given to the revision of democratic theory in light of empirical studies on parties and electoral behavior. Not offered in 1970-71.

117. AMERICAN SUBNATIONAL POLITICS. A study of American regional politics. The structures, functions, and politics of American state governments and their county, city, and district subdivisions will be considered. The course will also consider the position of states within the federal system and evolving patterns of regional and intergovernmental relationships. Metropolitan governments will be examined as a particular problem area. Fall term.

118. THE AMERICAN JUDICIAL PROCESS. This course will examine the politics, processes, and policies of the American legal system. Court decisions in the area of civil rights and liberties will be examined. Court policy-making will be related to contemporary problems of political justice. Spring term.

122. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions

asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Spring term.

124. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Not offered in 1970-71.

126. COMPARATIVE POLITICS OF WESTERN EUROPE. A comparative study of the major political systems of Western Europe. The course will examine systemic and middle-level theoretical approaches to the study of comparative politics. It will then focus on cross-national comparisons of political structures and functions as well as historical developments of the political systems of England, France, and Germany. Spring term.

130. THE ARAB-ISRAELI CONFLICT. An intensive course dealing with the fundamental questions underlying the positions of the antagonists in this conflict which have their origins some 50 years before the founding of Israel in 1948. Questions to be explored are the origins of Zionism, Arab nationalism, settlement of land, the refugee question, and Palestine resistance. Various speakers will be invited from the community to express their views. Periodical publications in translation will be available for a more contemporary analysis. Interim.

131. RURAL POLITICS—POPULISM AND PEASANT REVOLTS. Using nineteenth century agrarian populism as a focal point, selected cases of peasant-based political movements in developing societies will be examined. The purpose of this analysis will be to attempt to understand the dynamics of social and political change in peasant societies with regard to innovation, reform, and revolution. Fall term.

132. THE POLITICS OF MINORITY GROUPS. This course will be an analysis of trading minorities—the pariah entrepreneur-middlemen and their role in the political and economic development of the societies of which they are a part. Starting with the Jews of Eastern Europe, comparisons will be made with the contemporary cases of the Chinese in

Southeast Asia, the Indians of East Africa, and the Lebanese in West Africa. The concept of cultural pluralism will be examined and attempts made to apply it to related minority-host situations in the urban ghetto, Appalachia, and the white trader of the American Indian reservation. (See also Black Studies.) Spring term.

135. POLITICAL THOUGHT AND PROBLEMS OF BELIEF. Through the acquaintance with Sophocles, Thucydides, Plato, and Aristotle, students are urged to re-create their own political concepts. That reconstructed framework is juxtaposed with important contemporary political thought in order to struggle with the question: What can one reasonably believe about politics, and why? Fall term.

136. AMERICAN POLITICAL THOUGHT. An analysis of the origin and development of democratic principles, political ideas, and political institutions from colonial times to the present. Spring term.

137. REASON, REVOLUTION AND THE ENLIGHTENMENT. The eighteenth century provides a background for present political thought and action in the West. That background will be analyzed, paying special attention to the interrelationships among political philosophy, ideology, and the dynamics involved in successful revolution and subsequent efforts at reconstructing new systems. Fall term.

146. ASIAN POLITICS. An examination of the forces shaping contemporary political systems of Asia. Ideological, ethnic, racial, and religious factors shaping politics in the area will be emphasized as will various alternative means used to arrive at change within Asian political systems. In any term, the course will focus on South, Southeast, or East Asia. (See also Black Studies.) Not offered in 1970-71.

148. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization, and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional struc-

tures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. (See also Black Studies.) Not offered in 1970-71.

155. SEMINAR: MARXISM. An examination of classical Marxist and revisionist conceptualizations of the philosophy of history, progress, the structure of society, revolution, and human nature. Fall term.

156. COMPARATIVE MARXIST THEORY. A critical examination of philosophers who have extended, reinterpreted and revised Marxist thought. Special attention will be devoted to the interpretations of revolution, colonialism, and Marxist humanism. Spring term.

183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves independent study in areas of special interest. (See also Black Studies.) Fall term.

184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. (See also Black Studies.) Spring term.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Not offered in 1970-71.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

PSYCHOLOGY

Professor James C. Diggory (Chairman); Associate Professor Frank M. Lackner; Assistant Professors Zaven S. Khachaturian, Jane L. Rifkin and Eva D. Vaughan; Lecturer Jake S. Milliones; Laboratory Assistant Janet G. Humphrey.

MAJOR REQUIREMENTS: 11½ courses, including the tutorial. Students majoring in psychology are required to take the following courses: Mathematics 110, which prospective majors should complete by the end of the sophomore year; Psychology 111, 302, 603 and 604. In addition, majors must choose one psychology course from each of the following three groups: Group A: 121, 122, 123, 124; Group B: 131, 132, 133; Group C: 141, 142. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section.

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Mathematics 110 in the freshman year and Psychology 111 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 121, 122, 151 and 152 (Physics I and II); Biology 101, 104, 133, 134, 141; Chemistry 103, 105, 108.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

GENERAL EDUCATION: The following courses in psychology are designated as general education courses: 101, 102.

050. FRESHMAN SEMINAR: CONCEPTIONS OF MAN. An examination of views of "human nature" from the early Greeks to the present time. Historical explanations of behavior are viewed in the light of the preeminent philosophical, religious, cultural, and scientific developments of the time. Spring term.

101. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion, weekly. Each term.

102. ADVANCED GENERAL PSYCHOLOGY. Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses. Spring term.

111. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Required of all majors. Prerequisite: Mathematics 110 or equivalent. Fall term.

121. LEARNING: BASIC PROCESSES. (Group A.) *Lecture.* Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks. Fall term.

121A. *Laboratory.* Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

122. VERBAL LEARNING AND COGNITIVE PROCESSES. (Group A.) *Lecture.* An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking. Spring term.

122A. *Laboratory.* Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course.

123. PERCEPTION. (Group A). *Lecture.* An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Fall term.

123A. *Laboratory.* Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. ½ course.

124. MOTIVATION. (Group A). *Lecture.* A survey of the concepts and data related to the arousal and direction of behavior. Spring term.

124A. *Laboratory.* Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

131. SOCIAL PSYCHOLOGY. (Group B). *Lecture.* A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101. Fall term.

131A. *Laboratory.* Field studies and laboratory experiments on behavior in social situations. ½ course.

132. PERSONALITY. (Group B). *Lecture.* A survey of the modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Spring term.

132A. *Laboratory.* Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

133. BEHAVIORAL PATHOLOGY. (Group B). *Lecture.* A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Each term.

133A. *Laboratory.* Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

141. PHYSIOLOGICAL PSYCHOLOGY. (Group C). *Lecture.* The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 101, 102 or Psychology 101, 102. Fall term.

141A. *Laboratory.* Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

142. DEVELOPMENTAL PSYCHOLOGY. (Group C). *Lecture-Laboratory combined.* An overview of psychological development from birth through adolescence, with special emphasis on the preschool years. Lectures, discussions, and laboratories alternate in the same weekly time periods. The course is taught at Carnegie-Mellon University using its child development laboratory and facilities, by staff members of the psychology departments of Chatham College and Carnegie-Mellon University. Spring term.

151. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Prerequisite: Mathematics 110. Spring term.

182. PSYCHOLOGY OF THE AFRO-AMERICAN. Study of the personality structures of Afro-Americans. Special emphasis is placed on Black cultural group experiences and the consequences of personal psychological experiences of Blacks resulting from their present, and historical, position in American society. (See also Black Studies.) Spring term.

302. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department. Spring term.

350. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Open to sophomores with permission of the instructor. Not offered in 1970-71.

352. SPECIAL TOPICS. Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest. Any term or Interim as arranged.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

SOCIOLOGY-ANTHROPOLOGY

Professor Fred Adelman; Associate Professor Nan Pendrell; Instructors Lawrence Y. K. Lee, Frank G. Pogue and Kenneth I. Rothman (Chairman); Lecturer Janelle Greenberg.

Major Requirements: 10 courses in sociology-anthropology, including the tutorial. Students majoring in sociology-anthropology are expected to take the following as part of their program: Sociology-Anthropology 101, 103, 104, 107, 108, and the tutorial. Majors are strongly urged to take Sociology-Anthropology 115 and 116.

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and transformations of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

GENERAL EDUCATION: The following courses in sociology-anthropology are designated as general education courses: 101, 103, 104, 106, 128, 130, 131, 137, 138.

101. INTRODUCTION TO SOCIOLOGY. Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Fall term.

103. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Fall term.

104. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Sociology 103 recommended but not prerequisite. Spring term.

106. SOCIAL CONTROL AND SOCIAL CHANGE. Social conditions giving rise to deviance in urban-industrial societies, with particular reference to problems of crime, delinquency, drug addiction, alcoholism, suicide. Not offered in 1970-71.

107, 108. METHODS OF SOCIAL RESEARCH I, II. A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor. First term is prerequisite for second term. Each term.

109. WORKSHOP IN THE ANALYSIS OF PRIMARY MATERIALS. Analysis of a body of data. A problem will be defined and hypotheses tested. Projects will be defined so that they can be brought to completion within the limits of the term or Interim. Each particular study will be used as the vehicle for study of the problems of analysis, not primarily as a vehicle for the learning of techniques. The workshop will at various times concern itself with very different kinds and sources of data and with a wide range of methods of empirical generalization in sociology and anthropology. May be taken more than once. Prerequisite: Permission of the instructor. Not offered in 1970-71.

112. CONTEMPORARY SOCIAL RESEARCH. Critical examination of examples of research at the major "growing points" of empirical sociology and related disciplines. Prerequisite: Permission of the instructor. Spring term.

114. CULTURE, SOCIAL STRUCTURE, AND PERSONALITY. This course relates theories of (1) knowledge, belief, evaluation and religion; (2) structure of social institutions; and (3) variations in national character. What theoretical and empirical basis is there for the discovery of correspondences between these three different levels of analysis of society? Special attention is given to Weber, Durkheim, and Freud, both their own writings and the writings of those who have worked in, or against, one or more of these "schools" of social science. The role of Parsonian action theory in integrating the several levels of analysis is considered. Prerequisite: Sociology-Anthropology 115, 116. Not offered in 1970-71.

115, 116. HISTORY AND DEVELOPMENT OF SOCIOLOGICAL THEORY. Readings in classical and modern theorists. The emergence of contemporary theoretical orientations and concepts is traced. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. First term is prerequisite for second term. Each term.

118. CONTEMPORARY SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern empirical research to present day sociological and anthropological theory. Students will be given opportunity for independent study under faculty supervision, and familiarity with source materials will be emphasized. Not offered in 1970-71.

119. PUBLIC POLICY AND URBAN AFFAIRS. This course studies the relation between the major governmental structures and processes involved, through planning and through political processes, in both intended and unanticipated alterations of urban social systems. Contemporary examples of urban change are studied in the light of theories of urbanization and community. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1970-71.

121. ETHNIC MINORITIES. Social differentiation in the United States stemming from race, country of origin, and time of immigration. Characteristics of ethnic groupings, and changes in these characteristics through time. Generalizations about inter-ethnic relations derived from the American data and from selected examples of other multi-ethnic nations. Considerations of the future of ethnically-based cultural variety in America. Prerequisite: One course in sociology-anthropology or in political science. Not offered in 1970-71.

122. COMPLEX ORGANIZATIONS. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations, and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Not offered in 1970-71.

123. STUDIES IN COMPARATIVE MODERN SOCIAL ORGANIZATION. Comparative holistic studies of culture and institutions of societies at relatively advanced stages of industrialization. The variety of existing, possible, and utopian forms of modern industrial society is examined. Not offered in 1970-71.

124. SOCIAL MOVEMENTS. An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Spring term.

126. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Prerequisite: Sociology-Anthropology 103. (See also Black Studies.) Spring term.

128. STUDIES IN SOCIAL CHANGE: SOCIAL SYSTEMS AND IDEOLOGIES OF COLONIALISM. "The Colonial Situation," its variants, and the belief systems which developed out of the domination-subordination relationships of colonial existence. Prerequisite: One course in sociology-anthropology or in political science. (See also Black Studies.) Spring term.

129. COMMUNITY STUDIES. This course cuts across the boundaries between sociology and anthropology. It studies the methods through which field workers in both disciplines produce encompassing multi-dimensional studies, using a variety of methods, of small-scale clearly bounded social systems. The distinguishing feature of this approach is that one individual, or at most a small team, aims to acquire an exhaustive knowledge of the "community," rather than a highly specialized understanding of limited aspects of the socio-cultural structures. Examples include studies of an African chiefdom, a group of Irish peasant farmers, a village of weavers in the Shetland Islands, and the "urban villagers" of an American ethnic neighborhood. Some experience of field observation in the Pittsburgh area will be provided. Prerequisite: One course in sociology-anthropology or in political science. Not offered in 1970-71.

130. NORTH AMERICAN NON-PEASANT AGRICULTURE. Why, and in what ways were North American agriculture labor relations unique? An examination into the sources of North American socio-cultural development with special reference to agriculture, the frontier, urbanization. Interim.

132. ECONOMIC ANTHROPOLOGY. This course relates land use, production and exchange patterns, and technology to broader aspects of social and cultural structure, such as religion and political institutions. Case studies in at least two different regions are examined; these studies include both tribal groups which have had minimal contact with Western culture, and groups which are in the process of responding to modernizing influences. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1970-71.

133. LANGUAGE AND CULTURE. Linguistic content and syntax as the representation and reservoir of the structure and content of a culture. Anthropological comparisons between the linguistic patterns of different cultural areas. Theories relating linguistic structure to institutional patterns and "world view." Problems of multilinguistic political systems in the new nations—and in some old nations as well. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1970-71.

135. COMPARATIVE ISLAND CULTURES: OCEANIA, POLYNESIA, MELANESIA, MICRONESIA, PAPUA-NEW GUINEA. Do islands constitute a unique econiche for the evolution of man's culture? To what extent are the various island groups of Oceania laboratories for the study of man? How do island cultures differ from those of the mainlands? What views are now held by scholars concerning the settlement of Oceania? Was the voyage of the Kon-Tiki an excursion into fact or fiction? What cultural differences within Oceania reflect differences in ecology, i.e., do the cultures of high volcanic islands differ from those of low coral reef islands? Course open to all. Prerequisite: Permission of the instructor. (See also Black Studies.) Fall term.

136. LATIN AMERICAN CULTURES I: SOUTH AMERICA. Analysis of varieties and uniformities in the institutions, and ways of life of selected human communities and racial-ethnic universities of Latin America. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. (See also Black Studies.) Spring term.

137, 138. EUROPEAN PEASANT SOCIETIES AND CULTURES. This course will deal with the historical development of peasantries, with the varieties of socio-cultural forms which characterized Western, Eastern, and Mediterranean peasantries and with the problems of political, social, economic, and urban adjustment experienced by peasantries. Fall term will concentrate on Western European Peasantries; Spring term will concentrate on Eastern European Peasantries. Prerequisite: Permission of the instructor. Each term.

139. CULTURES OF SUB-SAHARAN AFRICA. Varieties and uniformities in the ways of life and the patterns of institutions in a number of Black African social systems. Due to the linguistic, climatic, and topographical heterogeneity of Africa, and to the limited mobility of most African peoples, a naturally-occurring laboratory for the comparison of socio-cultural characteristics exists in this area. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1970-71.

140. FIELD TRIP—MESOAMERICAN HIGH CULTURES. Key centers of Mesoamerican high culture evolution. Olmec, Mayan, and Aztec archeological sites will be studied in Yucatan and Mexico. Students will also meet with Latin American culture history specialists. Prerequisite: Permission of the instructor. (See also Black Studies.) Interim.

141. POLITICAL ANTHROPOLOGY. An ethnological survey of the rise of political society. When, where, and under what conditions can be discerned the emergence of "social stratification," "law," and "the state?" Can these be said to be new developments? What are the main contrasting arguments? Prerequisite: Permission of the instructor. Spring term.

143. PEOPLES OF ASIA. Analysis of varieties and uniformities in the ways of life of selected human communities in Northern, Central, and South Asia. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. (See also Black Studies.) Fall term.

146. ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Sociology-Anthropology 101, 103, or permission of the instructor. Spring term.

147. COMPARATIVE SOCIAL AND CULTURAL INSTITUTIONS. Cross-cultural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Fall term.

149. WOMEN IN THE DEVELOPMENT OF SOCIAL ANTHROPOLOGY. The course considers the contributions of women anthropologists to the empirical and theoretical progress of anthropology as a scientific discipline. Women have played an unusually prominent role in anthropology, and this course considers both the particular contributions of female anthropologists and the social and personal conditions affecting their work and their professional and personal life-careers. Readings will elucidate the historical dimension of the development of the scientific tradition in which the women were working and to which they contributed, and in at least one instance published and unpublished diaries and novels will be read parallel to the professional publications which were produced. Not offered in 1970-71.

150. ETHNIC GROUPS AND REVITALIZATION. Studies of organized efforts by members of culturally distinguishable groups, mainly in colonial areas, to change their situation. Prerequisite: Sociology-Anthropology 101, 104, or permission of the instructor. (See also Black Studies.) Interim.

180. THE AFRO-AMERICAN. Analysis of the major socio-cultural processes of racial and ethnic groups with emphasis on Afro-Americans in urban America. The specific objective is to explore tactics and strategies used by urban-industrial society to plan for social change (e.g., anti-poverty programs, civil rights and Black power movements, new types of grassroots organizations). (See also Black Studies.) Interim.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

PROGRAM IN BLACK STUDIES

NEW PERSPECTIVES IN LEARNING

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including the tutorial. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements:*

Education 401. TEACHING IN AN URBAN SETTING. Seniors who have completed the education sequence are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premises of individualized instruction, each student selects sensitivity modules, readings, films and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of certification, in an inner-city school is provided through cooperation with the Pittsburgh Public Schools. Prerequisite: Completion of the professional sequence. Spring term.

Modern Languages 181. YORUBA. The course is basically for beginners. It is intended to introduce the students to a systematic study of Yoruba words and grammar but more important is the function of using the language through conversation. Fall term.

Political Science 183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves independent study in areas of special interest. Fall term.

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*Course descriptions also appear under departmental offerings.

Political Science 184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. Spring term.

Psychology 182. PSYCHOLOGY OF THE AFRO-AMERICAN. Study of the personality structures of Afro-Americans. Special emphasis is placed on Black cultural group experiences and the consequences of personal psychological experiences of Blacks resulting from their present, and historical, position in American society. Spring term.

Sociology-Anthropology 180. THE AFRO-AMERICAN. Analysis of the major socio-cultural processes of racial and ethnic groups with emphasis on Afro-Americans in urban America. The specific objective is to explore tactics and strategies used by urban-industrial society to plan for social change (e.g., anti-poverty programs, civil rights, and Black power movements, new types of grassroots organizations). Interim.

(Appropriate Department) 501, 500, 502. INDEPENDENT STUDY. Independent study may be undertaken in appropriate departments with the consent of the instructor, the Black Studies Coordinator, and the Department Chairman. Each term and Interim.

(Appropriate Department) 603-604. TUTORIAL. Tutorial studies may be undertaken in appropriate departments with the consent of the tutor, the Black Studies Coordinator, and the Department Chairman. Each term and Interim.

The following courses at Chatham are considered as relevant to Black Studies and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements:*

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*For course descriptions, see departmental offerings.

Economics 116. DEMOGRAPHIC ECONOMICS. Not offered in 1970-71.

History 143. AN INTRODUCTION TO ASIAN CIVILIZATION. Each term.

Music 121. NON-WESTERN MUSIC: PRIMITIVE. Fall term.

Philosophy 383. ASIAN PHILOSOPHY. Each term.

Political Science 132. THE POLITICS OF MINORITY GROUPS. Spring term.

Political Science 146. ASIAN POLITICS. Not offered in 1970-71.

Political Science 148. AFRICAN POLITICS. Not offered in 1970-71.

Sociology-Anthropology 126. SOCIAL STRATIFICATION. Spring term.

Sociology-Anthropology 128. STUDIES IN SOCIAL CHANGE: SOCIAL SYSTEMS AND IDEOLOGIES OF COLONIALISM. Spring term.

Sociology-Anthropology 135. COMPARATIVE ISLAND CULTURES: OCEANIA, POLYNESIA, MELANESIA, MICRONESIA, PAPUA-NEW GUINEA. Fall term.

Sociology-Anthropology 136. LATIN AMERICAN CULTURES I: SOUTH AMERICA. Spring term.

Sociology-Anthropology 140. FIELD TRIP—MESOAMERICAN HIGH CULTURES. Interim.

Sociology-Anthropology 143. PEOPLE OF ASIA. Fall term.

Sociology-Anthropology 150. ETHNIC GROUPS AND REVITALIZATION. Interim.

Administration

Edward D. Eddy	President
Robert A. Barr, Jr.	Assistant to the President
*Sister Doris Smith	Special Assistant in the President's Office

ACADEMIC ADMINISTRATION

Norman W. Chmura	Provost
Doreen Boyce	Assistant Provost
Doris G. Bierlein	Registrar
Richard Morrill	Director of the Interim Program
Frank G. Pogue	Coordinator of Black Studies

STUDENT PERSONNEL

Barbara J. Lewis	Dean of Students
Peggy A. O'Hara	Director of Financial Aid and Placement
William E. Wilson	Clinical Counselor
Ruth Galbraith	Head Resident, Laughlin House
Annette Yevick	Head Resident, Benedum Hall
Carolyn Loue	Head Resident, Pelletreau Hall
Judith Gollust	Head Resident, Berry Hall

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*For 1970-71 through arrangement with the American Council on Education-Academic Administration Internship Program.

Elmo Gingery	Head Resident, Woodland Hall
Leah Thayer	Head Resident, Fickes Hall

COLLEGE RELATIONS

Leonard G. Doran	Secretary of the College
Della B. Milligan	Director of Public Relations
Ruth Hunter Swisshelm	Director of Alumnae Affairs

EVALUATION SERVICES

Lily E. Detchen	Director of Evaluation Services

ADMISSIONS

Peggy Donaldson	Director of Admissions
Nancy K. Hofsoos	Associate Director of Admissions
Nancy J. Kuhn	Admissions Counselor
Susan E. Rice	Admissions Counselor

LIBRARY

Philip J. Fairstone	Librarian
Joan E. Becker	Assistant Librarian
Berthe Louik	Assistant Librarian

BUSINESS OFFICE

Richard D. Huhn	Business Manager
Hanna Gunderman	Bursar

HEALTH SERVICES

Richard E. Haber, M.D.	College Physician
William L. Bair, M.D.	Consulting Psychiatrist
Mary Louise Riefer, R.N.	Head Nurse

Academic Calendar *1970–1971*

Freshmen and transfers arrive	Monday, August 31
Upperclassmen arrive	Tuesday, September 1
Upperclassmen register	Wednesday, September 2
*Classes begin	Thursday, September 3
Labor Day recess	Monday, September 7
Freshmen register	Saturday, September 12
†Classes suspended	Monday, October 26 through Wednesday, November 4
Advising week	Monday, November 16 through Friday, November 20
Reading period and Thanksgiving recess	Saturday, November 21 through Sunday, November 29
Interim and second term registration	Monday, November 30 and Tuesday, December 1
Last class of fall term	Friday, December 11

*Beginning September 3, Freshmen will have the opportunity to attend classes of their choice in order to determine their final registration selections on September 12. This does not include Freshman Seminars.

†By vote of the Faculty, subject to review in the fall, regular classes will be suspended during this period in order that students might have an opportunity to fulfill their individual commitments to social or political issues or to academic interests; all College facilities will remain open, including the library, laboratories, dormitories, and dining halls.

Final examinations	Monday, December 14 through Friday, December 18
Winter vacation	Saturday, December 19 through Sunday, January 3
Interim period	Monday, January 4 through Friday, January 29
Spring term begins	Monday, February 1
Spring vacation	Saturday, March 13 through Sunday, March 28
Advising week	Monday, April 26 through Friday, April 30
Last class of spring term	Friday, May 14
Final examinations	Monday, May 17 through Friday, May 21
Commencement	Saturday, May 22

Index

Academic credit, 9
Academic procedures, 7-18
Academic standing, student, 10
Administration, 93-95
  academic, 93
Admissions staff, 94
Advising, academic 7-8
Advising week, 8
  dates, 96, 97
Advanced Placement Program of the College Board, 11
American Studies, 5
Anthropology, *see* Sociology-Anthropology
Art
  courses, 21-23
  faculty, 21
Attendance
  absence from final examinations, 11
  classes, 11
  leaves of absence, 16-17
Auditing of courses, 10

Bachelor of Arts degree
  requirements for, 2
Bachelor of Science degree
  requirements for, 2
Biology
  courses, 23-26
  faculty, 23
Black Studies Program, 5, 90-92
Business office staff, 95

Calendar, academic, 3-4
  1970-71, 96-97
Carlow College
  cooperative program with, 14
Carnegie-Mellon University
  cooperative program with, 13
Chemistry
  courses, 27-29
  faculty, 27
Chinese, 14
College relations staff, 94
Commencement date, 97
Communication, written and oral, 1
Comparative communism
  courses, 13-14
Cooperative arrangements with other colleges and universities, 12, 13, 14
Courses of study, 19-92
Course unit, 9, 19
Credit, academic, 9
Cross-college and university registration, 9, 13

Curriculum, 1-6

Dance, *see* Physical Education
Degrees
  granted, 2
  requirements for, 2
Dismissals, 10, 17-18
Drama
  courses, 29-31
  faculty, 29
  productions, 30

Economics
  courses, 32-35
  faculty, 32
Education
  courses, 35-39
  faculty, 35
  State certification, 35
English
  courses, 39-45
  faculty, 39
Evaluation services staff, 94
Examinations
  absence from final, 11
  course exemption and credit by, 11
  National Teacher, 35

Faculty, *see* individual departments
Failures, 8, 11
Fees
  course changes, 11
  late examination, 11
  late registration, 10
  transcript, 16
Financial aid, 17
Foreign languages, study of, 1-2
French, *see* Modern Languages
Freshman Seminars, 4, 9
  listed, *see* individual departments
Full-time students, 9, 12

General Education, 2-3
  courses, *see* individual departments
German, *see* Modern Languages
Grades, 8-9
Grade reports, 15
Graduation requirements, *see* degree requirements
Greek, 14

Health services staff, 95
History
  courses, 46-51
  faculty, 46

In absentia, students, 12, 17
Independent study, 6
Interim, 3-4
  dates, 97
  programs, 3-4, *see also* individual departments
  registration date, 96
  study abroad, 14-15
International semester, 15
International Studies Program, 13-14

Junior year abroad, 14-15, 17

Latin, 14
Leaves of absence
  medical leave, 16
  other leaves, 17
  voluntary leave, 17
Library staff, 94

Major options, 4-5
  departmental, 5
  interdepartmental, 5
  non-major, 4
  problem, area, multidisciplinary, 5
  requirements, *see* individual departments
Mathematics
  courses, 51-54
  faculty, 51
Medical leave of absence, 16
Modern Languages
  courses, 54-62
  faculty, 54
Music
  courses, 63-66
  faculty, 63
  private lessons, 63, 66

National Teacher Examinations, 35

Part-time study, 12
Philosophy and Religion
  courses, 66-71
  faculty, 66
Physical Education
  courses, 72-73
  faculty, 72
Physics, *see* Mathematics
Pittsburgh Council on Higher Education, 12, 13, 14
Political Science
  courses, 73-77
  faculty, 73
  Washington, D. C. semester, 15
Probation, academic, 10
Psychology
  courses, 78-82
  faculty, 78

Readmission, application for, 16, 17
  fees, 16, 17
Registration for courses, 10-11
  freshman, 7, 96
  transfers, 96
  upperclassmen, 96
Religion, *see* Philosophy and Religion
Residence, period of, 12
Russian, *see* Modern Languages

Sociology-Anthropology
  courses, 82-89
  faculty, 82
Spanish, *see* Modern Languages
Student personnel staff, 93
Study abroad, 14-15
Summer study, 15

Teaching certificate, 35

Term of study, 2, 12
Transcripts, 16
Transfer students, 8
Tutorial, 2, 4, 5-6

University of Pittsburgh
  cooperative program with, 13-14
Urban semester, 15

Vacation dates, 96-97
Voluntary leave of absence, 17

Washington, D. C. semester, 15
Withdrawal from college, 16

Yoruba, *see* Modern Languages

Chatham College Bulletin

1971-72

Pittsburgh, Pennsylvania 15232

CHATHAM COLLEGE BULLETIN • Published in May, August, September and December by Chatham College • Pittsburgh, Pa. 15232 • Second-class postage paid at Pittsburgh, Pennsylvania.
VOL. LXVII • SEPTEMBER 1971 • NO. 3

Academic Calendar iv
Academic Program 1
Academic Advising 17
Academic Procedures 19
Courses of Study 27
The College 113
Admission 125
Financial Procedures 133
Personnel 145
Alumnae Representatives 162
The Location 167
Index 171

Academic Calendar *1971-1972*

Freshmen and transfers arrive	Monday, August 30
Freshman orientation	Tuesday, August 31
Upperclass students arrive	Wednesday, September 1
*Classes begin	Thursday, September 2 (Classes will be held as usual on Labor Day)
Freshmen and transfer students register	Wednesday, September 8
Long weekend	Friday, October 15 through Sunday, October 17
Advising week	Monday, November 15 through Friday, November 19
Reading period and Thanksgiving recess	Saturday, November 20 through Sunday, November 28
Interim and second term registration	Monday, November 29 through Tuesday, November 30
Last class of fall term	Friday, December 10
Final examination reading period	Saturday, December 11 through Monday, December 13

*Beginning September 2, Freshmen attend classes of their choice in order to determine their final registration selections on September 8. This does not include Freshman Seminars.

Final examinations	Tuesday, December 14 through Friday, December 17
Winter vacation	Saturday, December 18 through Sunday, January 2
Interim period	Monday, January 3 through Friday, January 28
Interim break	Saturday, January 29 through Wednesday, February 2
Spring term begins	Thursday, February 3
Spring vacation	Saturday, March 18 through Sunday, April 2
Advising week	Monday, April 24 through Friday, April 28
Last class of spring term	Friday, May 19
Final examinations	Monday, May 22 through Thursday, May 25
Commencement	Friday, May 26

The Academic Program

Chatham College enters its second century of education recognizing that there is a new student, a woman who is prepared to make increasing demands of herself and of the college in which she has chosen to live and work. She is a student eager to learn in a consistent relationship with a faculty eager to teach. She accepts responsibility for her sense of what is important and is prepared to join in a faculty-student relationship to choose the best educational program her expectations of herself and of the College require.

In recognition of this new student, Chatham has adopted an academic program which frees the student from traditional curricular requirements and gives her the responsibility of designing the course of study which best fulfills her personal educational interests and abilities. Such an approach is possible only in a college like Chatham.

THE CURRICULUM

The structure of the curriculum is predicated upon recognition of the individuality of both faculty and students and the assumption of high levels of academic aspiration for all. Chatham College acknowledges that all individuals do not have the same educational goals, nor wish to learn in the same manner, and offers, therefore, to each student the opportunity to realize her own academic potential, by enabling her to choose, with the aid of a strong advisory program, that curricular program which is educationally best suited for her.

In the conviction that the pursuit of learning is the primary purpose of the college experience, the College believes:

> that narrow vision and intolerance must be overcome, and that this may be achieved through an understanding of the realities dealt with in the disciplines and through the testing of ideas and methods;

> that one must learn how to learn—how to identify problems, how to evaluate evidence and how to pursue solutions;
>
> that it is essential to define one's ideas and expose them to critical examination by others and that precise and logical use of language can contribute to that end;
>
> that the active and disciplined use of the imagination should be encouraged.

The ability to write and speak our own language clearly and precisely is fundamental to the formulation, communication and expansion of knowledge. It is expected that all students will seek to achieve high standards in written and oral communication.

One important means of gaining greater understanding of one's own language and culture as well as of other cultures is by the study of foreign languages. Appreciation of literature, history, philosophy and current events, for example, as well as of the contributions of scholars in all fields is enhanced by reading works and journals in their original form. Serious students, though not required to do so, should avail themselves of opportunities for developing skills or attaining proficiency in one or more foreign languages.

DEGREE REQUIREMENTS

The Bachelor of Arts degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of the final two terms or their equivalent under the auspices of Chatham College.

The Bachelor of Science degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the final two terms or their equivalent under the auspices of Chatham College.

MAJOR OPTIONS

A student may elect not to major in any way. In order to graduate she will still be required to complete thirty-four courses including the Tutorial and two Interims.

A student who desires to concentrate her efforts may do so in any of the following ways:

Departmental Major: The following departments offer major programs: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through the concentration of study in two related departments. Such a major must have the approval of the departments involved and be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of the interrelations of the materials to be studied.

Problem, Area, or Multidisciplinary Major: A major program may be pursued through the concentration of study of several disciplines as they bear on a single concern, possibly in disciplines not usually considered related. In this program, the major is built around a single problem or topic, or on the study of several disciplines as they bear on a single concern. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of maintaining the coherence and relatedness of materials to be studied, and who has determined what requirements are appropriate to such a study. Specially designed programs are available for students who wish to major in American Studies or Black Studies. The major in Black Studies must be approved by the Black Studies Coordinator. Programs are also available in pre-law, pre-medicine, and other pre-professional areas which involve several disciplines.

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*A chemistry or biology major is also possible for the Bachelor of Arts degree.

THE TUTORIAL

The Tutorial consists of two courses of internally related individual study, designed by the student and her tutor, an appropriate faculty member. The study will normally be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent reading. The two courses will normally be consecutive and conclude in the senior year.

Each student will provide her tutor with written articulation of the Tutorial experience, the specific nature of which is decided by the tutor and student. Such reports range from a brief report in summary to a substantial paper which is itself the product of the Tutorial. Each student also articulates her work in an oral discussion in which other faculty, and students when desired, are invited to participate by the tutor or student.

GENERAL EDUCATION

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods and resources of the following areas:

1. the problems and techniques of abstract or formal reasoning;

2. scientific inquiry characterized primarily by a high degree of success in explaining certain kinds of events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal selectively with the problems raised by the totality of man's intellectual, aesthetic and moral experience.

Some of these courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, these are courses recommended for the student not concentrating in the area.

THE INTERIM AND THE CALENDAR

A pivotal point in the College's curriculum is an academic calendar which consists of two terms of 14 weeks each, during which the student will pursue four courses, separated by a one month Interim term in January when a student will undertake only one project. Students are required to spend two of their four Interims in approved programs, although they are encouraged to participate every year and earn course credit for every successful project.

The Interim is especially suited for innovative approaches to education. Learning is no longer tied to the geographic boundaries of the campus nor confined to the fixed time of the lecture hour. The Interim thus provides a range of new possibilities—concentrated study, experimental projects, travel and field experiences, student exchanges and interdisciplinary programs—both in the formal Interim courses and in the opportunity for a variety of independent projects.

The 1972 Interim will include the following list of projects and courses. Full descriptions can be found under the departmental courses of study.

Interdisciplinary

190. THE STUDY OF THE CITY: PITTSBURGH. This course will utilize the City of Pittsburgh and its surrounding communities as a laboratory for in depth study of urban life and problems in the 1970's. The course will be interdisciplinary in nature, with contributions from sociology, anthropology, economics, and political science. Urban leaders and citizen-activists from the Greater Pittsburgh area will be utilized as resource personnel, and students will be exposed to urban life and potentialities in field trips throughout the region. Subjects to be explored will include the urban social structure and economy, urban transportation and land use, the urban political system, local administration of justice, intergovernmental relations, and the problems of the urban poor. Particular emphasis will be placed upon efforts to solve existing problems, including governmental reform, reform politics, urban redevelopment, welfare and retraining programs, drug cure and rehabilitation, comprehensive planning, and mass transit.

Art:	Introduction to Architecture Art and Technology Screen Printing Ceramics '72
Biology:	Biological Aspects of Sexual Function Technology of Everyday Living
Chemistry:	Nuclear Chemistry
Drama:	Theatre in England
Education:	Living and Teaching in American Subcultures Pittsburgh as the Classroom
English:	Directions in Film
History:	The Role and Status of Women in Historical Perspective Historical Restoration
Mathematics:	Mathematics and Music

Modern Languages:	German Language and Culture French Language and Culture Spanish in Mexico
Music:	Problems in the Performance of Twentieth Century Music
Philosophy and Religion:	War Crimes
Physical Education:	Alpine Skiing
Psychology:	From Demonology to Desensitization
Sociology-Anthropology:	Ethnic Groups and Revitalization

During the recent Interim Chatham students undertook a large variety of independent projects, among them the following:

A Study of the Decorative and Casting Techniques of the Chinese Bronzes	Freer Gallery, Washington, D.C. Frick Fine Arts Library, Pittsburgh
Study of Life on a Kibbutz	Israel
Study of Montessori Education	Greenwich, Connecticut
Television Art	WTRF, Wheeling, West Virginia
Law Internship	Legal Aid Bureau, Chicago, Illinois
Comparison of Reform and Machine Politics	Pittsburgh
Study of a Caribbean Coral Reef System	Puerto Rico
Study of the Painting of India	Philadelphia Museum of Art
Historical Restoration	Colonial Williamsburg

A Study of Renal Hypertrophy	University of Pittsburgh School of Medicine
The Exceptional Child	Home for Crippled Children, Pittsburgh

An important and growing aspect of the Interim Program is the opportunity for student exchange with other colleges having a 4-1-4 calendar. In the recent Interim, Chatham students were enrolled in over a dozen other colleges, including Hamilton, Washington and Jefferson, New England, Bucknell, Denison, Colgate, and Gettysburg.

FRESHMAN SEMINARS

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration and research of a common problem. Normally, these seminars will meet on a three hour per week schedule. However, each seminar is an experience designed by the instructor around a particular topic and the normal class schedule may not always apply.

FACULTY SYMPOSIUM

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and actively participate in the process of scholarly investigation, discourse, and argumentation.

FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields.

Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology.

INDEPENDENT STUDY

Independent study is a desirable academic activity made possible by the curriculum for qualified students. Prior to registration individual arrangements are made between student and instructor. Provision for independent study is made by all departments. Course credit will be given in the amounts described in the *Bulletin* at the discretion of the instructor and the Provost.

Recent independent study projects have included the following:

A study of the sculpture of Michelangelo, concentrating on the four "pietas"

Diabetes and pregnancy

Pyrogen and toxicity testing

Mime and communication: An experiment to determine the effectiveness of mime as communication with differing age and socio-economic groups

Role of women in the economic system: Case study of retail workers

Teaching economics at the grade school level: An experimental approach

The existentialism of Jean Paul Sartre as illustrated in selected works of Simone de Beauvoir

The city of Rome: A study of the growth and transformation of one of the major cities of Western culture from ancient to renaissance times

Intensive reading and study of mathematical applications in microeconomics

Translation of modern Russian prose

An intensive study of operatic repertoire for the lyric soprano

Definition of human freedom in the works of Nikos Kazantzakis

The relationship between the governing class and power elite: An attempt to answer the question of whether the American upper class is, in fact, a governing class

Study of creativity resource materials: To study the research materials in the field of creativity to come to a better understanding of the definitions and problems of the area

Martin Luther King and Gandhi: A study of charismatic leadership

Psychological effect of public school system on Black community and children

PITTSBURGH-CHATHAM PROGRAM

The Pittsburgh-Chatham Program is designed to coordinate and encourage efforts to tie in more closely the College's program to the resources of the city.

Under this program, additional ways to relate courses and independent study projects to the city and its people are being created. New areas are being developed in which faculty members and students can join with Pittsburgh agencies and professional groups in cooperative efforts to help solve urban problems.

The program also enriches the College's career counseling services for students through the identification of opportunities for college graduates in urban agencies and services.

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham College have an opportunity to avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, and Point Park College are members of the Pittsburgh Council on Higher Education.

The Council sponsors many interinstitutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-College and University Registration

Sophomores, juniors and seniors attending a Pittsburgh Council on Higher Education member institution may participate in a cross-registration program which permits them to enroll in one course each term (except for the University of Pittsburgh's third term) at another member institution. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in off-campus courses which are accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made. Additional information may be obtained from the Registrar.

Carnegie-Mellon University

Chatham College and Carnegie-Mellon University (formerly Carnegie Institute of Technology) sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers of both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Provost of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1971-72 program are courses in The Economic Development of U.S.S.R., Comparative Communist Social Systems, Political Systems of Eastern Europe, and Marxism. Chatham students should inquire at the Office of the Provost for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

CARLOW COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College without extra charge.

STUDY ABROAD

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. This may be during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs for all classes. While the Committee sets no academic performance level as a criterion for its approval, the well-established selective programs to which serious students aspire do so in terms of general scholastic competence, some specific language skill, or both.

Chatham students are not limited to any single program but may select from numerous approved ones and hence are more likely to find educational experiences suited to their special academic needs. About fifty students undertake such study annually in some one of the five different session units available.

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the Fall. Further information and the Chatham application form may be obtained at the Office of Evaluation Services.

SUMMER STUDY

A student wishing to receive credit for summer study must secure, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than *C* grade. Application for approval should be filed with the Registrar before May 1.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. Students may choose the Washington Semester with a focus on American national government; the Urban Semester with a focus on urban and metropolitan problems; or the International Semester with a focus on U. S. foreign policy and diplomacy. Each program enables the student to meet some of the nation's political and governmental leaders and to become associated with them. Each program includes an individual research project. Credits earned are applied to the fulfillment of the graduation requirement.

Academic Advising

The College's open curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

Each entering freshman will be assigned a faculty adviser from a group of freshman advisers appointed by the Provost. Before the beginning of classes freshmen will meet with their advisers, who will have received information concerning each advisee, in order to discuss in depth a program for the first term. So that freshmen will have sufficient time to become fully aware of the nature of courses open to them, registration for freshmen will not be held until after the first full week of classes. During this period freshmen will be free to attend all courses in which they might enroll, except Freshman Seminars, for which students will have pre-registered. This deferred registration date will permit additional contact between student and adviser.

Ordinarily a student will remain with the freshman adviser until a tentative major or focal interest has been chosen, which could be as early as the end of the first term of the freshman year, and usually would not be later than the second term of the sophomore year. At that time the student will apply to the chairman of the department of her choice or the professor of her choice in the case of a major which is not departmental. In this determination of a major adviser, students should be as free as possible to choose or to change their advisers, subject only to the need for roughly balanced advising responsibilities among the faculty. Entering transfer students will select advisers according to the above procedures after consultation with the Assistant Provost.

During the second half of each of the long terms a week will be designated as advising week. During that week it will be the responsibility of every adviser to provide a one hour's scheduled appointment with each of his advisees. Advisers should make additional time available throughout the academic year for advisees who need it. The advising week will also be the scheduled period for changing advisers.

Academic Procedures

ACADEMIC CREDIT

The unit of academic credit for courses offered either in the term or the Interim is the course unit. For purposes of evaluation outside the College, the Chatham course unit is defined as three and one-half (3.5) semester hours. The graduation requirement is thirty-four (34) course units.

Courses are valued at one-half, one, or one and one-half course units, each course as defined elsewhere in this publication under courses of study.

The normal load is four courses in any full-length term; one course in any Interim. Any full course which results in five or more courses in any term, or any fractional course which results in a load greater than five courses requires special permission. Only one course may be taken in the Interim.

A student may not take fewer than three full courses and maintain full-time status.

TERM OF STUDY

The graduation requirement of thirty-four course units will usually be distributed as four course units in each of eight terms with the inclusion of a minimum of two and a maximum of four Interim courses. A student may choose to participate in four Interims thus taking four courses to relieve a term program during one or more terms or simply to take additional courses over the four-year period.

All full-time students must carry at least three course units each term.

Allowance is made for work done *in absentia* if it has the prior approval of the responsible departmental faculty or faculty committee and the Provost, or in the case of Interim courses, of the Interim Committee and the Provost.

The equivalent of the final two terms, at least six courses, must be taken under the auspices of Chatham College.

GRADES

The grades in use are:

A = Excellent achievement in course

B = Good achievement in course

C = Satisfactory achievement in course

S = Satisfactory or better achievement in course; minimum value is *C*

U = Unsatisfactory work in course

W = Withdrawal from course with no penalty

WU = Withdrawal from course while doing unsatisfactory work

I = Incomplete work in course; a temporary grade, authorized by the Provost and given to allow the student additional time to complete the work of the course. Failure on the part of the student to remove an I by the end of the first four weeks of the following term automatically results in failure in the course.

The student decides with the aid of an adviser whether to enroll in a course for a traditional grade or on the S/U grade basis. Freshmen are encouraged to enroll in all of their first term courses on the S/U basis, and all Freshman Seminars are graded on the S/U basis only. The student declares her option to the Registrar at the time of registration. A change may be made during the first two-week period of the term. For a few courses, in particular some offered at the Interim, only S/U grades are given, by decision of the instructor. For a few other courses related to certification needs by groups outside the College, the S/U option is not available. For a cross-registered course, the declaration to the Chatham Registrar is made within two weeks of the beginning of the course. Otherwise, S/U enrollment in a cross-registered course is subject to the rules and regulations of the host institution.

The content, standards, requirements and opportunities of a course are not altered to accommodate one or another grading scale. As described in the above grade uses, the minimum value of the *S* grade is equivalent to the grade of *C* or above; the *U* grade has the same definition under either option. Grades are not assigned quality points and there are no grade averages. Students are not ranked.

The Registrar reports grades and credits earned to all students and their advisers at the close of each term.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of the work completed. The progress of each student is reviewed at the close of each term. A student whose recent or cumulative work does not meet expected standards of progress, or one who is making unsatisfactory grades in the junior or senior years is not in good academic standing and may be warned, placed on probation, or dismissed, as the total circumstances seem to warrant. Such review is conducted by the Committee on Academic Standing with notification of probation, warning or dismissal sent to the student and her faculty adviser by the Provost.

HONORS AND AWARDS

Departmental Honors or Program Honors are awarded at graduation to those students who distinguish themselves in the course work of their major or special programs. Such honors are awarded at the discretion of the student's department or adviser and as approved by the faculty.

In addition, special awards are presented each spring to students who have excelled in their academic work and who have made outstanding contributions to college life and to civic and community affairs.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from a course by demonstrating satisfactory fulfillment of the main objectives of the course. In addition, by special application, credit may be earned by examination for a course when superior achievement is demonstrated. Examinations for these purposes may be written or oral and are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board.

THE AUDITING OF COURSES

Students enrolled on a full-time basis may audit a course with the permission of the instructor. No entry is made on the permanent record. Students are nevertheless encouraged to audit courses by making appropriate arrangements with the course instructor.

COURSE REGISTRATION

Students must register for classes on the date indicated in the College calendar. There is a $25.00 processing fee for registrations after this date.

Courses may be added through the first two weeks of the long terms with the approval of the course instructor, the faculty adviser and the Provost. With the same approval, courses may be dropped through the first four weeks of each of the long terms with no academic penalty. If a course is dropped after the time indicated above, a WU is automatically recorded on the student's record unless the reason is approved by the Provost. Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week of the Interim without academic penalty. If a course is dropped after the time indicated, without the approval of the Provost, a WU will be automatically recorded. There is a processing fee of $10.00 for course changes made after the stated deadlines.

Exceptions to any of the preceding may be made only by the Provost. Requests for exception should be filed by the student through the Registrar.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each faculty member at the beginning of his course makes clear his expectations concerning class attendance. Full participation in the course implies completing the work on schedule and making up work missed because of emergency absence.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in a failure in the examination. Absence from an examination is excused only by the Director of Counseling Services or Provost for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee for late examination is $10.00 per course unless waived by the Director of Counseling Services or Provost.

TRANSCRIPTS

Graduates and students are entitled to one complete transcript of their College record without charge. A charge of $1.00 will be made for each additional transcript. A time allowance of two weeks is required for processing. Requests for transcripts should be made to the Office of the Registrar; checks should be made payable to Chatham College.

WITHDRAWAL

Authorization from parent or guardian must be sent to the Director of Counseling Services when a student withdraws voluntarily from the College during the academic year. The official date of withdrawal is the date on which the authorization of withdrawal is received.

The College may, upon the recommendation of the College Physician, request that a student withdraw for reasons of health.

Return to the College after withdrawal at any time is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

LEAVES OF ABSENCE

MEDICAL

On the recommendation of the College Physician to the Director of Counseling Services or Provost a medical leave of absence for a stated period of time may be considered rather than medical withdrawal in certain types of illness or injury.

A student requiring a medical absence should consult with the Director of Counseling Services for information on procedures and adjustments that pertain.

VOLUNTARY

A student planning to be absent from the College temporarily may submit a request for a leave of absence for a stated period to the Committee on Academic Standing. Reasons and plans for this absence should be stated in a letter directed to the Committee. If the request is granted, the student may return to the College at the stated time without making formal application for readmission. An extension of this time may be requested. The student is expected to notify the Provost or the Coordinator of Student Affairs and pay the $150.00 deposit by April 20 prior to a fall term return, or by December 1 prior to an Interim or spring term return.

Students needing financial assistance upon return should apply for aid through the Financial Aid Office, and they will receive full consideration.

OTHER LEAVES

Students who study in approved Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Coordinator of Student Affairs and paying the $150.00 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring term return.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to the student's health or to the health of others.

Students are expected to have attained a degree of maturity enabling them to act as responsible and contributing members of the College community and the community at large.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary action by the appropriate body. This action may include, at the discretion of the College, required withdrawal.

In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern. A special probationary period may sometimes be used when it is believed to be helpful to the total development and progress of the student.

Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the Fall term, even-numbered courses are given in the Spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor

6 = Tutorial

5 = Independent Study

4 = Course open to seniors only; to others with permission of the instructor

3 = Course open to juniors and seniors only; to others with permission of the instructor

2 = Course open to sophomores, juniors and seniors only; to others with permission of the instructor

1 = Course open to any student, providing stated course prerequisites have been met

0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course

8 = Black Studies course

7 = American Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

ART

Associate Professor Caplan (Chairman); Assistant Professor Shepler; Instructor Saslow; Lecturer Ford; Resource Assistant Roth.

Major Requirements in Visual Art: Equivalent of 12 courses, including the tutorial and two courses in art history. Programs will be designed by the student and adviser. Studio sessions normally occur twice a week for three hours each meeting. Except for certain courses as indicated, students are expected to supply all materials.

Major Requirements in Art History: 12 courses, including Art 131, 132, the tutorial, and two courses in studio art. In addition, at least one course is required in four of the following fields: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. If possible, students majoring in art history should plan a concentration of at least three courses in one field or in a coherent grouping of fields.

The following courses will not be offered at Chatham in 1971-72, but will be taught at Chatham in subsequent years and/or are available to the Chatham student through cross-registration at other Pittsburgh institutions: Ancient Art, Medieval, Italian Renaissance, Northern Renaissance, Baroque and Rococo, 19th century, 20th century, American.

General Education: The following courses in art are designated as general education courses: 101, 102, 113, 114, 121, 122, 123, 124, 131, and 132.

/101, 102. DRAWING. Emphasis will be placed on a working understanding of various techniques, concepts of image making, perception and qualitative problem solving using various drawing media. Each term.

110. SCREEN PRINTING. Fundamental approach to multiple image making using various techniques of screen printing such as glue, tuche-glue resist and the photographic process. Interim.

111. PAINTING. Concepts of color and figure-ground relationships will be emphasized. Prerequisite: Permission of the instructor. Spring term.

112. PAINTING. A more advanced course emphasizing concepts of color and figure-ground relationships. Prerequisite: Permission of the instructor. Spring term.

113. DESIGN. A study of the structural principles of two-dimensional and three-dimensional design. The visual use of form, texture, color and spatial relationships. A variety of media will be used. Students are expected to supply all materials. Fall term.

114. OPEN STUDIO. Work will be devoted to developing cognition, perception and judgment in making a work of art. Considerations regarding form and content: quality and value will be examined and articulated through various means, including the camera. This course is designed specifically for freshmen and non-art majors, although it is open to anyone. It is hoped that understanding and capabilities can be developed without self-conscious preconceptions about art. Fall term.

120. ART AND TECHNOLOGY. Discussions about and investigations into some interrelationships between the visual arts and modern technology to be aimed at students of both art and the sciences. It is hoped that the course could combine lectures and demonstrations by expert resource people, student projects, and a field trip to a city like Philadelphia to visit labs and museums. Some of the areas which might be explored: Medical illustration and medical photography—areas where technical work produced for science can also become (or be seen as) art—either the work itself or the advanced techniques (as in photography) and their potential. Use of advanced lab tests, techniques, and knowledge, as well as art connoisseurship to investigate the nature of materials with restoration, conservation, dating or authentication of art objects as a goal. Interim.

121, 122. THREE-DIMENSIONAL STUDIO. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood, plastic, and metal. Each term.

123, 124. CERAMICS. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Each term.

130. CERAMICS '72. An examination of ceramic techniques and directions as seen through the work of four visiting ceramists whose work will be shown jointly during the Interim in Falk Foyer. The guest lecturers will appear to discuss their work, demonstrate and advise. The intensive working program in the Ceramic Studio will be coordinated by members of the Art Department. Prerequisite: Art 123. Interim.

131, 132. SURVEY OF THE HISTORY OF WESTERN ART. An historical and analytical survey of Western art from ancient times through the twentieth century including the areas of painting, sculpture, and architecture. Fall term serves as prerequisite for Spring term. Each term.

149. PRIMITIVE ART: THE TRADITIONAL ARTS OF AFRICA, OCEANIA AND NORTH AMERICA. Discussion of the formal, often highly sophisticated, visual vocabulary of these non-Western arts, and of the traditional roles these art forms have played in their respective societies. Their influence on modern artists in the West will be discussed, as will some of the reasons for the almost total decline of the "Primitive" arts resulting from contact with Western Civilization. Prerequisite: One art history course or permission of the instructor. Fall term.

152. MODERN ARCHITECTURE. Architects and architectural concepts of the late 19th and 20th centuries will be discussed, as will furniture design, city planning and urban design—areas in which many contemporary architects participate, and which have greatly extended the traditional scope of architectural design. Prerequisite: One art history course or permission of the instructor. Spring term.

195. INTRODUCTION TO ARCHITECTURE. The project will explore and define the vocabulary of architectural problems, focusing on fundamental elements of design: space, circulation, structure, and environment. Through readings, problem-solving, drawing, and model-building, students will work out real architectural problems with the aid of visiting architects from Pittsburgh firms. Programs and problems considered during the project will be correlated with similar examples in the architectural realities of the city. Slide programs, maps, brochures, and lectures will acquaint the student

with the locations of notable successes and failures of the city in meeting the architectural demands of the twentieth century. Interim.

503, 504. INDEPENDENT STUDY IN ART HISTORY. Each term and Interim.

505, 506. INDEPENDENT STUDY IN APPLIED ART. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

BIOLOGY

Professor Chmura; Associate Professor Hess (Chairman); Assistant Professor Bond; Instructors Kolitsky and Knudson.

Major Requirements: For the B.A. degree, 13 courses, including the tutorial. For the B.S. degree, 16 courses, including the tutorial.

One year of general biology is required of all biology majors and is a prerequisite for all other biology courses. This requirement may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.A. degree each major is required to take at least seven course units in biology including the seminar in biological literature (Biology 349) but exclusive of the tutorial and also exclusive of the one required year of general biology. Seminar is usually taken in the junior year. Chemistry 103 and 105 should also be completed before the senior year. Psychology 141 may be taken for credit toward the biology major.

For the B.S. degree, three additional courses in mathematics, physics, or chemistry are required. The courses to be taken are determined individually for each student.

General Education: The following courses in biology are designated as general education courses: 124, 140, 141, 143, 144, 147, 148, 153.

045. FRESHMAN SEMINAR: FOOD: PRODUCTION, POLITICS, AND PEOPLE. An examination of the problems and progress in the general subject area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food. Fall term.

049. FRESHMAN SEMINAR: MAN VERSUS SCIENCE. A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control and the prolongation of life will be included. Fall term.

101. INVERTEBRATE ZOOLOGY. A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Not offered in 1971-72.

102. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103. 1½ courses. Spring term.

103. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Fall term.

104. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Spring term.

105. ADVANCED EMBRYOLOGY. A study of the current problems of developmental biology. Three class meetings and four hours of laboratory per week. Prerequisite: Biology 104. 1½ courses. Not offered in 1971-72.

120. BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Interim.

121. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104. 1½ courses. Fall term.

123. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Fall term.

124. BOTANY. The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Not offered in 1971-72.

127. BIOLOGICAL EFFECTS OF WATER POLLUTION. A laboratory and field study of the effects of water pollution on biological systems. Some areas to be investigated in the laboratory are the mechanisms of algal blooms as well as the effects of pesticides, toxic chemicals, and temperature increases on aquatic organisms. Field trips to the Monongahela and Allegheny rivers are planned to study the onsite causes of water pollution and also to examine the existing flora and fauna in these rivers. Water pollution control measures will also be investigated. One four hour laboratory per week. Spring term.

129. BACTERIAL ECOLOGY The study of bacteria as they relate to and influence various natural habitats such as air, water, soil, animals, and plants. Relationships among bacterial populations will also be considered. Classes will be conducted as lecture, lab-

oratory, and field sessions. Four hours of participation per week. Prerequisite: Biology 121. Spring term.

140. TECHNOLOGY OF EVERYDAY LIVING. Rapid advances in technology have given us many products used in everyday living. This course is designed to teach the student how to select the best or better product and how to cope with simple product failure. Problems in such subjects as the nature of food additives, the composition and working of gasoline, and in minor electrical and plumbing repairs will be approached both by the standard lecturing methods and by actually carrying out the task implied. Interim.

141. GENETICS. A study of the principles of inheritance in plants and animals. (NOTE: Biology majors enrolled in Biology 141 are required to enroll concurrently in Biology 147.) Not offered in 1971-72.

143, 144. GENERAL BIOLOGY. A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week. Each term.

147. GENETICS LABORATORY. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. ½ course. Not offered in 1971-72.

148. ECOLOGY. A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Spring term.

149. IMMUNOLOGY. Fundamental immunologic concepts. Serologic and immunology procedures as applied to clinical and research situations will be emphasized in the laboratory. Three lectures and four hours of laboratory per week. 1½ courses. Fall term.

152. MOLECULAR BIOLOGY. This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. Prerequisite: Permission of the instructor. 1½ courses. Not offered in 1971-72.

153. HUMAN GENETICS. An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics. Fall term.

158. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1971-72.

340. MARINE BIOLOGY. A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 101. Interim. Not offered in 1971-72.

349. SEMINAR. Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Spring term.

354. SPECIAL TOPICS. Lectures and laboratories in selected areas of contemporary biology. 1½ courses. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

CHEMISTRY

Professor Paulson (Chairman); Associate Professor Richey; Assistant Professor Gibbon.

MAJOR REQUIREMENTS: B.S. DEGREE: 15 courses, including the tutorial. Required courses: Chemistry 103, 104, 105, 106, 114, 115, 116, 301, 311, 312, 322, 324, 331, 341, 603, and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry; the equivalent of Mathematics 101 and 102; Mathematics 151 and 152 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of German is required for this degree.

B.A DEGREE: 11½ courses, including the tutorial. Required courses: Chemistry 103, 104, 105, 106, 114, 115, 301, 311, 312, 331, 603, and 604. The physics and mathematics courses listed in the above paragraph are prerequisite to some of the chemistry courses.

GENERAL EDUCATION: Chemistry 102 is designated as a general education course.

101. GENERAL CHEMISTRY. Observations, hypotheses, theories, and laws dealing with the development of modern chemistry. Prospective majors are expected to enroll in Chemistry 103 rather than in this course. Not offered in 1971-72.

102. CONTEMPORARY TOPICS IN CHEMISTRY. Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly. Spring term.

103. STRUCTURAL CHEMISTRY. An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly. Fall term.

104. ELEMENTARY ANALYTICAL CHEMISTRY. Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 114. Spring term.

105. ORGANIC CHEMISTRY. A study of the preparation, reactions, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and

one discussion session weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 115. Fall term.

106. ORGANIC CHEMISTRY. Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 105 and Chemistry 115. Spring term.

108. BIOCHEMISTRY. Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 105 and Chemistry 115. Not offered in 1971-72.

114. QUANTITATIVE ANALYSIS LABORATORY. Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course. Spring term.

115. ELEMENTARY ORGANIC LABORATORY. Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 105. ½ course. Fall term.

116. ORGANIC CHEMISTRY LABORATORY. Six hours of laboratory weekly. Corequisite: Chemistry 106. ½ course. Spring term.

120. NUCLEAR CHEMISTRY. Two weeks of concentrated classroom and laboratory training in nuclear sciences at Oak Ridge Associated Universities in Tennessee, supplemented by lectures and discussion on the Chatham campus. Prerequisite: Chemistry 104, 105, 114, and 115. Interim.

301. SEMINAR IN CURRENT RESEARCH METHODOLOGY. Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course. Fall term.

311. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 105, 114 and 115, one year of calculus and one year of college physics. 1½ courses. Fall term.

312. PHYSICAL CHEMISTRY. Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1½ courses. Spring term.

322. TOPICS IN ANALYTICAL CHEMISTRY. Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311. Corequisite: Chemistry 312. Spring term.

324. INSTRUMENTAL ANALYSIS LABORATORY. Laboratory experience in spectrophotomatic, electroanalytical and chromatographic techniques. Six hours of laboratory per week. Corequisite: Chemistry 322. ½ course. Spring term.

331. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312. Fall term.

341. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 106, 116, and 312. 1½ courses. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

702. FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields. Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology. Spring term. ½ course.

DRAMA

Associate Professors Wenneker (Chairman) and Neeson; Lecturer Nemitz; Technical Associate Stang.

Major Requirements: 11 drama courses, including Drama 101, 102, 103, 104 and the tutorial.

General Education: All departmental courses can be designated as general education courses except for the following: 303, 304, 341, 501, 500, 502, and 603-604.

101, 102. THEATRE WORKSHOP. Voice and movement for the stage. Practice and projects to extend personal capabilities, and where appropriate, background theory. ½ course. Each term.

103, 104. FIRST COURSE IN THEATRE. A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions. Each term.

105. ACTING I. Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation. Fall term.

106. ACTING II. An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Spring term.

107. AMERICAN DRAMA. A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins. Spring term.

108. MODERN BRITISH DRAMA. A study of plays from Pinero to Pinter. Fall term.

109. DRAMATIC CRITICISM I. Systematic and critical review of the important

theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Not offered in 1971-72.

110. DRAMATIC CRITICISM II. Study of new concepts of drama and the application of dramatic theories through experimental scripts. Spring term.

111. THEATRE HISTORY I. This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare. Not offered in 1971-72.

112. THEATRE HISTORY II. This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today. Not offered in 1971-72.

132. THEATRE IN ENGLAND. The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken. Prerequisite: Drama 108. Interim.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments. Fall term.

301. EARLY EUROPEAN DRAMA. Advanced studies in the development of drama from Greek classics to nineteenth century realism. Not offered in 1971-72.

302. MODERN EUROPEAN DRAMA. Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express. Not offered in 1971-72.

303, 304. DIRECTING. Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term. Each term.

341. SPECIAL TOPICS IN THEATRE AND DRAMA. Advanced studies to be determined by particular student interests and special experiences and competencies of instructor. Fall or Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

ECONOMICS

Assistant Professor Boyce (Chairman); Instructor Francfort.

Major Requirements: 10 courses, including Economics 101, 102, 121, and the tutorial.

Students seriously interested in pursuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

General Education: The courses in macroeconomics, Economics 101 and Demographic Economics 116 are designated as general education courses.

101. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Fall term.

102. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101. Spring term.

111. SEMINAR: MACROECONOMICS. This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101. Not offered in 1971-72.

112. SEMINAR: MICROECONOMICS. An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102. Not offered in 1971-72.

113. MONEY AND BANKING. The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101. Not offered in 1971-72.

114. PUBLIC FINANCE. An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101. Spring term.

115. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. Topics include general structure, resources, agriculture and marketing, money and banking, industrialization and capital formation, and the need for planned growth with stability. Students are also asked to make a study of a particular problem or region

chosen by them in consultation with the instructor. Prerequisite: Economics 101 (See also Black Studies.) Not offered in 1971-72.

116. DEMOGRAPHIC ECONOMICS. The economic consequences of demographic and social change in underdeveloped and developed countries. Special attention to be devoted to the relations between population growth and resources, age-structure effect on demographic and economic variables, and migration of talent and other resources. The course will also be concerned with the components of population change and their determinants and explanatory theories for changes in rates of natural increase. (See also Black Studies.) Fall term.

117. INTRODUCTION TO URBAN AND REGIONAL ECONOMICS. A survey of general principles of location of economic activities and the analysis of relationships between spatially separated urban and regional economics. Economic development of subnational economic areas. Prerequisite: Economics 101. Spring term.

119. INTERNATIONAL ECONOMICS. Introduction to international trade and finance: an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 or 102. Not offered in 1971-72.

121. HISTORY OF ECONOMIC THOUGHT. The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen and Keynes. Prerequisite: Economics 101 or 102. Spring term.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

EDUCATION

Associate Professor Morgan (Chairman); Assistant Professor Richman; Instructor Jipp; Lecturer Howe; Consultant Russell.

Requirements for Recommendations for State Certification in Teaching. Students are recommended for N-6 or secondary Pennsylvania certification after they have satisfactorily completed the teacher preparation program and the College requirements for the bachelor degree. Students are recommended for certification in other states when they have completed the specific requirements of that state. All education students are required to take the National Teacher Examinations in their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes Mathematics 110 and Education 102, 120, 121, 422, 423 plus recommendation of the College for certification. The required professional program for nursery-sixth grade includes Education 102, 108, 111, 112, 313, 414 plus recommendation of the College for certification. All students are expected to participate in field experiences as they relate to the instructional program. Seniors who have successfully completed the professional sequence have the opportunity to become Department Teaching Assistants. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. SEMINAR IN EDUCATION. Students investigate various roles and functions of the classroom teacher by using materials that simulate a school. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in behavioral terms. Students are encouraged to devote several hours a week as a volunteer teacher aide in the public schools. Prerequisite for Fall term enrollment: Permission of the instructor. No prerequisite for Spring term enrollment. Each term.

108. COMMUNICATION SKILLS AND THE ARTS. Students examine and assess themselves through selected standardized tests. Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102. Each term.

111. THE CONTEMPORARY PRESCHOOL. Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.) Each term.

112. THE CONTEMPORARY ELEMENTARY SCHOOL. Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102. Each term.

120. PRINCIPLES OF SECONDARY EDUCATION. Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated.

Students spend ½ day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102. Fall term.

121. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 120. Spring term.

130. PITTSBURGH AS THE CLASSROOM. This course is designed to transform the resources of the City of Pittsburgh into classrooms for ninth grade pupils from the Pittsburgh area. The course will require each student to select at least two significant institutions or industries in the city and develop learning situations within them. The purposes of the course are to develop the appropriate learning experiences, and to guide, document and evaluate the experiences of these urban youths. Prerequisite: Open only to students engaged in the Education sequence; Education 102, 120, or 108. Interim.

141. SEMINAR ON AMERICAN HIGHER EDUCATION. Discussion will be directed to the changing role of colleges and universities in the United States, the goals of higher education, organization of academic institutions, and the relationships that exist within and among them. Emphasis will be placed on the liberal arts college. Outside speakers and advisers will participate and wherever possible will be available to the campus community. Prerequisite: Permission of the instructors. Fall term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.) Fall term.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health, and outdoor education as it relates to the elementary education curriculum. Spring term.

301. TEACHING IN AN URBAN SETTING. Juniors and seniors are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects sensitivity modules, readings, films, and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of competency, in an inner city school is provided through cooperation with the Pittsburgh Public Schools. (See also Black Studies.) Spring term.

310. LIVING AND TEACHING IN AMERICAN SUBCULTURES. A course designed for cultural, social, teaching, and living experiences in an off-campus station. Teams will be equipped with 8mm movie camera, instamatic camera, and a cassette recorder for documenting. Experiences will be compared upon return to campus. It is planned to provide Chatham students with the opportunity to teach the children of a rural southern Pennsylvania mining community. Prerequisite: Open only to students in Education sequence; Education 102, 108. Interim.

313. JUNIOR FIELD AND SEMINAR STUDY FOR ELEMENTARY STUDENTS. Second semester juniors having completed at least three terms of field experiences evaluate individual professional growth with the faculty. An area of concentration selected by the student and supported by a member of the faculty is the focus of in depth study. Field experiments will be encouraged if appropriate. Specialization in a particular content area may be an option. Individualization and continuing professional growth is the goal of the course. Seminars are conducted in a public school and examine points of view, ideas, and experiences. Students from other levels of preparation and experienced teachers are invited to participate in the seminars as observers. Prerequisite: Education 102, 108, 111, 112. Spring term.

414. ELEMENTARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach at the preschool and elementary school levels under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors when appropriate are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

422. SECONDARY SCHOOL OBSERVATION AND STUDENT TEACHING. Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 courses. Fall term.

423. SENIOR SEMINAR FOR SECONDARY STUDENT TEACHERS. Students analyze and discuss problems of teaching approached historically, philosophically, and sociologically as based upon the practical experience and observation received from student teaching. Practice in teaching behaviors using video tape recordings is continued. Fall term.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Completion of the professional sequence. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

ENGLISH

Professors Eldredge (Chairman) and McGuire; Associate Professor Cummins; Assistant Professor Adam; Instructors Handel and Weinhold.

Major Requirements: 12 courses in the department, including the tutorial: three courses must represent study of historical periods; two courses must represent study of single or comparative authors; and one course must represent study of a mode or genre.

The student must demonstrate her proficiency in prose composition through certification by a member of the department.

Independent study as one or more of the 12 courses may be arranged between a student and an instructor.

General Education: The following courses are designated as general education courses: 102, 104, 122, 123, 130, 132, 134, 136, 137, 140, 141, 143, 144, 191, 192.

001. FRESHMAN SEMINAR: THE BRONTES. A study of the novels of Charlotte, Emily, and Anne, together with an investigation of the major nineteenth and twentieth century critical materials on the Brontes and their books. Fall term.

003. FRESHMAN SEMINAR: IDEA AND FORM—THE STRUCTURE OF FICTION. Mainly contemporary works will be analyzed in terms of language, structure, and narrative technique. Reading and writing will center on such themes as time, memory, childhood, role-playing, imagination, self-knowledge, and self-discovery. Fall term.

005. FRESHMAN SEMINAR: STYLE IN ART. Studies in the concept of style in the various arts. Exercises in defining, describing, and assessing the standard stylistic categories and in building frameworks useful for further study in the arts. Major focus on art, architecture, and literature in the Western tradition. Fall term.

COURSES IN COMPOSITION

102. COMPOSING COLLEGE PAPERS I. A practical course for underclassmen aware of needing to improve their skills in digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. Spring term.

104. COMPOSING COLLEGE PAPERS II. A practical course for upperclassmen aware of needing to improve their skills in digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding

various appropriate means of reaching an intended audience. Criticism of and help with papers being written in the student's other courses in other departments. Spring term.

143, 144. IMAGINATIVE WRITING I, II. Individual students in this course may choose any form of prose or verse in which to cast their writing. The class meetings are spent in comment and criticism. Each term.

326. SEMINAR: CREATIVE WRITING. A seminar in creative writing given by the Poetry Forum's poet-in-residence—in 1971 Galway Kinnell. Permission to enroll in this course, which is shared with students from the other five colleges in Pittsburgh, will be given to four qualified Chatham students by the department. Fall term.

341. ADVANCED EXPOSITION: BIOGRAPHY AS HISTORY AND FINE ART. A study of the techniques of expository writing, with special emphasis on the theories and practices of the biographical writer. Open to upperclassmen; not a remedial course in composition. Fall term.

342. FROM THOUGHT TO EXPOSITION. A study of the relationship between thought and exposition, the processes involved in moving from one to the other, and the means by which those processes may be taught. Students will participate with the instructor in planning and teaching Composing College Papers I. Prerequisite: Permission of the instructor. Spring term.

HISTORICAL PERIOD COURSES

110. EARLY BRITISH LITERATURE. A study of selections from the literature of Anglo-Saxon and later medieval England, with some attention to continental influences. Fall term.

111. LITERATURE OF THE ENGLISH RENAISSANCE. A study of the new poetry produced under impact of the continental Renaissance, from Wyatt, Surrey, and Sidney through the lyric poetry of Donne and Milton, including developments in pastoral, sonnet, and the erotic narrative. Also studied will be selected Elizabethan prose fiction and dramas by Marlowe and Webster. Spring term.

✓ 113. ENGLISH LITERATURE FROM THE RESTORATION TO THE ROMANTICS. Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Spring term.

114. ENGLISH LITERATURE: 1800-1900. A study of works representative of important cultural developments in England from romanticism to realism and the art for art's sake movement. Fall term.

115. LITERATURE OF THE TWENTIETH CENTURY. An examination of important works of fiction and poetry by Lawrence, Yeats, Joyce, Eliot, Faulkner, and others. Spring term.

116. MAJOR AMERICAN WRITERS: 1800-1855. A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville. Fall term.

117. MAJOR AMERICAN WRITERS: 1855-1945. A continuation of English 116, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost. Spring term.

AUTHORS COURSES

121. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and minor poems with attention to English culture of the Medieval period. Prerequisite: English 110 or permission of the instructor. Not offered in 1971-72.

122. HOMER AND DANTE IN TRANSLATION. A study of two of the most perennially moving and continuingly influential of narrative poems in our western heritage: *The Iliad*, which focuses the pre-classical heroic concept of man in relation to war and peace, and *The Divine Comedy*, which focuses the dynamic medieval Christian concept of man's place and growth in the universe. Not offered in 1971-72.

123. PLAYS OF SHAKESPEARE. A course primarily for underclassmen and non-majors who wish to explore dramatic and poetic qualities in selected plays of Shakespeare.

Choice of the plays will be made partly by the class, on the basis of prior study in high school and the instructor's choice of one history play and two comedies. An independent project on one play by Shakespeare or one play by one of his contemporaries will be conducted by each student. Not suitable for upperclass English majors. Spring term.

320. SEMINAR: SHAKESPEARE'S SONNETS AND TRAGEDIES. An investigation of special topics in Shakespearean tragedy, with study of Shakespeare's sonnets in relation to his tragedies and to his personality. Prerequisite: Acquaintance with at least four of the major tragedies; English 111 is desirable but not required. Fall term.

321. SEMINAR: DONNE AND MILTON. A study of two extreme individualists among the poets of the late renaissance in England who are antithetical to each other in almost every way—their ideas of poetry, of politics, their absorption and use of natural science, their knowledge and use of the classics, their interpretations of religion, their equally powerful techniques of poetic composition, their prose styles. Some attention will be given to the fluctuations of their literary reputations. Not offered in 1971-72.

322. SEMINAR: POPE AND SWIFT. An intensive and comparative study of the greatest poet and the greatest prose writer in English neo-classicism. Not offered in 1971-72.

324. SEMINAR: BECKETT, JOYCE, AND YEATS. An intensive study of *Three Novels* by Samuel Beckett; *Ulysses* by James Joyce; and poetry and *A Vision* by W. B. Yeats. Not offered in 1971-72.

325. SEMINAR: FAULKNER. A study of the major representative novels of William Faulkner. Fall term.

328. SEMINAR: HENRY JAMES. An intensive study of representative works of Henry James, with attention to aesthetic and cultural developments. Primarily for English majors. Spring term.

MODE AND GENRE COURSES

130. THE RISE OF THE NOVEL. A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen. Not offered in 1971-72.

131. NINETEENTH CENTURY ENGLISH POETS. A study of the major works by the chief poets of the Romantic and Victorian eras. Not offered in 1971-72.

132. THE NINETEENTH CENTURY ENGLISH NOVEL. A study of major nineteenth century English novels both as art and as reflection of the Victorian age. Prerequisite for English majors: English 114. Spring term.

134. THE DEVELOPMENT OF THE AMERICAN NOVEL. A study of themes and techniques in the American novel from the beginnings to the 1920's. Not offered in 1971-72.

135. TRAGIC MODES. An exploration of tragic patterns and their terms of expression in literature and drama. Not offered in 1971-72.

136. COMIC MODES. A study of comedy as literary mode, as informing spirit in art, and as philosophical problem. The course will consider both the theory and practice of the comic modes in fiction, poetry, drama, and motion pictures. Fall term.

137. SATIRIC MODES. A study of the satiric modes as ritual, as social commentary, as moral judgment, in the works of several classical and modern authors in all genres. The course will also consider some expressions of satire in the visual arts and in motion pictures. Not offered in 1971-72.

233. MODERN AMERICAN POETRY. An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic

poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor. Fall term.

338. PRINCIPLES OF LITERARY CRITICISM. A course designed to develop the student's critical abilities and to heighten appreciation of literature by the study of literary theory and critical method, and by the application of critical principles. Fall term.

OTHER DEPARTMENTAL COURSES

✓140. VARIETIES OF LITERARY STUDY. A practical exercise to aid students in developing "strategies" with which to approach the reading and discussion of literature. Analysis of the kinds of data—historical, philosophical, biographical, aesthetic—which illuminate literature, and assessment of the ways in which one may use such data profitably. (Designed for underclassmen in the humanities and for students at any level in other areas.) Spring term.

141. INTRODUCTION TO LINGUISTICS. An introduction to the concerns of linguistics, its theories and applications. The course is designed to provide the student with an understanding of the history, nature, and functions of the English language, and with the necessary linguistic tools for furthering that understanding. Spring term.

191. DIRECTIONS IN FILM. Analysis of the language of film and consideration of the communicative process of the medium. Attention is given to the filmmaker as artist, propagandist, and recorder. Lectures, screenings, discussions, and weekly assignments. Interim.

340. CLASSICISM, ROMANTICISM, AND REALISM. A study in comparative literature of the eighteenth, nineteenth, and twentieth centuries. Introduction to the individual literary movements will be made through study of European painting. Recommended for upperclass humanities majors. Spring term.

370. SEMINAR: AMERICAN STUDIES. EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments

noted in English 116, 117, and in History 153, 154, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified students by permission of the instructor. Spring term.

470. SENIOR SEMINAR: AMERICAN STUDIES. A topic, varying each year, pursued jointly by faculty and students. This seminar, planned as an exploration in depth of an interdisciplinary problem isolated in the Junior Seminar, is intended as the culminating experience of a major in American Studies. Examples of possible topics: American Culture and the Adams Family; American Utopian Thought and Experimental Communities. Open also by permission to any qualified senior. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

601. TUTORIAL. A course for those students whose tutorial projects have evolved from an English Department seminar or Independent Study course. Each term and Interim.

603-604. TUTORIAL. A course for those students who have not taken English 601. Each term and Interim.

HISTORY

Professors Andrews (Chairman) and Borsody; Assistant Professors Smith and Weir.

MAJOR REQUIREMENTS: 11 courses including Historiography (History 158); two each of United States history and European history; and the tutorial.

GENERAL EDUCATION: The following courses in history are designated as general education courses: 101, 103, 106, and 108.

001. FRESHMAN SEMINAR: THE HEROIC AGE. A multidiscipline examination of the protohistorical period in the West. The course will include readings from *Beowulf, Exodus,* and similar near contemporary sources as well as from the works of modern scholars in anthropology, history, and psychology. Fall term.

006. FRESHMAN SEMINAR: EUROPEAN SOCIAL AND POLITICAL REFORMERS AND THE EMERGENCE OF THE MODERN WORLD. This course will consider the social and political writings of Erasmus, Sir Thomas More, John Calvin, and other early 16th century Christian reformers on both sides of the Reformation, as they witnessed the break-up of the medieval Christian concept of one world, the preliminary developments of modern capitalism and the emerging nation-states, with their attendant international conflicts. The prophetic quality of many of their concerns about the destructive potential of the dynamic social, political, and economic forces set in motion in their day renders their ideas timely for the consideration of modern man. The course will be based upon the discussion of the writings of these men. Spring term.

101. THE FORMATION OF EUROPE. An introduction to the study of history in general and of European history in particular. The emergence of Europe as a distinct historical phenomenon is studied from ancient times through early modern times. The emphasis is on interpretation and philosophy of history. Fall term.

103. THE ATLANTIC WORLD TO 1860. Early American history in the perspective of early modern European history, emphasizing parallel developments in Europe and America that have meaningful connections and which illustrate the historical process and the method through which the historian works. Discussions of collateral readings are an integral part of the course. Not offered in 1971-72.

106. EUROPEAN SOCIETY TO 1600. An examination of the development of Western society through contemporary sources such as *Beowulf* and Machiavelli's *The Prince,* as well as through the works of modern scholars. Not offered in 1971-72.

108. THE GREEK AND ROMAN EXPERIENCE: SOCIETY IN THE ANCIENT MEDITERRANEAN WORLD. An examination of the political, economic and social assumptions and practices of the ancient world, as well as a survey of the history of Greece and Rome. Spring term.

113. HISTORY OF THE EARLY MIDDLE AGES. A survey of the West from the fall of the Roman Empire to the advent of the High Middle Ages. Particular stress will

be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with. Fall term.

114. HISTORY OF THE HIGH MIDDLE AGES. A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism. Spring term.

115. THE RENAISSANCE. A topical examination of the Civilization of the Renaissance based on Burckhardt's classic interpretation. The topics will include the urban economy, the papacy, the secularization of politics, and humanism. Fall term.

116. THE AGE OF REASON AND ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Spring term. Will not be offered S. term

121. MODERN NATIONALISM: EUROPEAN BEGINNINGS OF A WORLD MOVEMENT. Origins of modern nationalism. Development of the nineteenth century European nation-state system as a prelude to a twentieth century world movement. Crisis of Europe's multinational empires. Domestic and international problems in the age of nationalism and liberalism. Prerequisite for freshmen: Permission of the instructor. Fall term.

122. THE TWO WORLD WARS: EUROPEAN ORIGINS AND CONSEQUENCES. Diplomatic history of the World Wars. The peace settlement of 1919 and the interwar era. International and ideological conflicts. Communism, Fascism, Nazism, and the crisis of democracy. The Second World War and the Cold War. The new Europe since 1945. Spring term.

129. SPECIAL TOPICS IN HISTORY: SEMINAR IN MIDDLE EUROPE. An area study of Europe's so-called Middle Zone between Germany and Russia which comprises present-day Poland, Czechoslovakia, Austria, Hungary, Rumania, Yugoslavia, and Bulgaria. The process of nation building from early nineteenth century through World

War I; the era of independence between the two World Wars; the Soviet sphere of influence since World War II. Following an investigation of general problems, students will concentrate their readings on one country of the area. Not offered in 1971-72.

131. POLITICAL AND CONSTITUTIONAL HISTORY OF EARLY MODERN BRITAIN. Consideration will be given to the dynamics of British political development during the formative years of parliamentary government in the sixteenth and seventeenth centuries. Particular attention will be given to the struggle to determine where governing authority resided, and changing attitudes toward government, social order and the nature of authority. Fall term.

132. SOCIAL HISTORY OF MODERN BRITAIN. Emphasis in this course will be placed upon popular movements, unrest, and social change, with particular attention given to the social impact of industrialism and to the causes and effects of modern democracy and socialism in Britain. Spring term.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. This course will focus upon the evolution of British colonial policies, the spread and adaptation of British institutions and ideas throughout the Empire, and the changing attitudes of the British toward their Empire. Several colonies will be studied in depth to determine the non-Western response to British imperialism. Attention will be given to both the colonies of settlement and the colonies of exploitation. Not offered in 1971-72.

140. THE ROLE AND STATUS OF WOMEN IN HISTORICAL PERSPECTIVE. This course is designed to examine the historical antecedents for current prevalent beliefs and attitudes about the role and status of women in society. We will examine together the social context in which these beliefs and attitudes have developed, the philosophic underpinnings for them, and various expressions of them. Interim.

141. HISTORY OF TSARIST RUSSIA. The rise and fall of the Kievan state; the emergence of modern Russia and its development through the reforms of Alexander II. Not offered in 1971-72.

142. THE RUSSIAN REVOLUTION AND THE SOVIET SYSTEM. The crisis of late Imperial Russia. Lenin and the Socialist movement. The revolutions of 1905 and 1917. World War and Civil War. The Soviet Union under Lenin and Stalin. The East-West crisis and the post-Stalin era. Prerequisite for freshmen: Permission of the instructor. Fall term.

143. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism. (See also Black Studies.) Each term.

145. LATIN AMERICAN HISTORY: THE COLONIAL PERIOD. The Indian background and the Spanish Empire, emphasizing the development of Latin American civilization as the result of the impact of the Spanish civilization upon the indigenous cultures. Special attention will be given to the social and economic history of the period: race mixture, slavery, and the role of the Church and the Spanish monarchy in the emergence of the institutions of modern Latin America. Not offered in 1971-72.

146. LATIN AMERICAN HISTORY SINCE 1825. Independence to Social Revolution. Beginning with the common problems of the Latin American Republics, the course will focus upon the histories of two nations, one "old" country, where the Indian heritage has played a decisive role, and one "new" country, where the European influence has sought to effect social change by peaceful means and by revolution. Not offered in 1971-72.

151. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors and the study of selected historical problems. Not offered in 1971-72.

152. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and the problem approach to recent United States history. Not offered in 1971-72.

153. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Fall term.

154. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy, and the arts. Not offered in 1971-72.

155. THE UNITED STATES IN THE TWENTIETH CENTURY, TO 1933. Emphasis on political and economic history with respect to both domestic and foreign policy. Particular attention will be given to the progressive movement, the entrance of the United States into the world balance of power, the isolationism of the 1920's, the United States government and the economy, immigration and emigration. Fall term.

156. THE UNITED STATES IN THE TWENTIETH CENTURY, FROM THE NEW DEAL TO THE PRESENT. This course will make use of the problem approach to such topics as: Depression and New Deal, the breakdown of isolation, global war, cold war diplomacy, impact of automation on American economy, the urban world, role of minority groups, strains and stresses of an affluent society. Not offered in 1971-72.

157. HISTORY OF THE AMERICAN REVOLUTION, 1763-1787. This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Not offered in 1971-72.

offered in place of 116.

158. HISTORIOGRAPHY. An examination of the development of historical writing through readings from great historians. Also, an examination of modern approaches to history. Spring term.

159. HISTORICAL RESTORATION. A study of the process of the restoration of historic sites, involving reading, lectures, and field experiences of approximately two weeks visiting historical restoration projects and the National Trust for Historic Preservation. Prerequisite: One or more history courses, preferably U.S. history. Preference is given to juniors and seniors. Permission of instructor is necessary for admission. Interim.

339. SPECIAL TOPICS IN HISTORY: SEVENTEENTH CENTURY ENGLISH REVOLUTION. A seminar involving readings and discussion of historical literature dealing with the English Revolution and research into selected problems. Fall term.

359. SPECIAL TOPICS IN HISTORY: AMERICAN CIVIL WAR AND RECONSTRUCTION. An American history seminar involving broad reading in the literature of Civil War and Reconstruction and intensive research in selected problems. Prerequisite: Permission of the instructor. Not offered in 1971-72.

370. AMERICAN STUDIES SEMINAR: EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments noted in English 116, 117 and History 153, 154, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified upperclassmen by permission of the instructor. Spring term.

470. SENIOR SEMINAR: AMERICAN STUDIES. A topic, varying each year, pursued jointly by faculty and students. This seminar, planned as an exploration in depth of an interdisciplinary problem isolated in the Junior Seminar, is intended as the culminating experience of a major in American Studies. Examples of possible topics: American Culture and the Adams Family; American Utopian Thought and Experimental Communities. Open also by permission to any qualified senior. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MATHEMATICS

Professor Beck (Chairman); Instructor Curry; Lecturers Adler and O'Donnell.

MAJOR REQUIREMENTS: 12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

GENERAL EDUCATION: The following courses in mathematics are designated as general education courses: 101, 102, 105, 106, 110, 115, 116, 150, 155.

001. FRESHMAN SEMINAR: WHAT'S NEW ABOUT THE NEW MATHEMATICS? The evolution of the new mathematics, its nature and distinguishing characteristics; curricular implementation of the new mathematics, and the aftermath. The relationship of the old and new mathematics to the physical, behavioral, and social sciences; what this relationship has to do with the contemporary philosophical view as expressed by B. Russell: "Mathematics is the subject in which we never know what we are talking about nor whether what we are saying is true." What mathematicians do; present-day areas of research. Spring term.

101. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS I. Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Fall term.

102. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS II. A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, antidifferentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, and psychology. Rigorous treatment of sequences and limits. Approximation techniques, Taylor polynomials. Introduction to computer programming. Three lecture-discussion periods and one laboratory period per week. Spring term.

105. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics. Fall term.

106. INTRODUCTION TO MODERN MATHEMATICS II. Topics determined by interests of participants. Emphasis on reasoning by analogy. Possible topics include algebraic structure of the integers and of polynomial functions over a field. Prime elements and divisibility theory. Diophantine equations. Algorisms and calculation techniques. Abstractions from the integers and polynomial functions. Prerequisite: Mathematics 105 or equivalent. Not offered in 1971-72.

110. ELEMENTARY STATISTICS. Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics. Each term.

115, 116. PROBLEM SEMINAR. Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course. Each term.

117, 118. MATHEMATICS SEMINAR. A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course. Each term.

121, 122. INTERMEDIATE ANALYSIS I, II. An integration of multivariable calculus and linear algebra: linear spaces and transformations; partial differentiation and multiple integration; implicit function theorems; transforms; applications to differential equations; qualitative analysis. Prerequisite: Mathematics 101 and 102 or equivalent. Each term.

127, 128. ADVANCED ANALYSIS I, II. Topology of R^n; limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 121 and 122 or equivalent. Not offered in 1971-72.

141, 142. ABSTRACT ALGEBRA I, II. Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 121 and 122 or equivalent. Each term.

150. MATHEMATICS AND MUSIC. Interrelationships between mathematics and music will be considered. Physical and mathematical aspects of sound production will be demonstrated. Musical structures including rhythm, melody, and harmony will be analyzed by means of mathematical structures such as sequences, functions, and permutations. Consideration will be given to the composition of music with the aid of mathematical structures. Prerequisite: Ability to read standard musical notation, a sense of pitch discrimination, and at least one college-level course in mathematics. Interim.

151, 152. PHYSICS I, II. Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 and 102 or equivalent. Three lecture-discussion periods and one laboratory period per week. Each term.

155. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or equivalent. Not offered in 1971-72.

331, 332. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite or corequisite: Mathematics 127, 128, 141, and 142 or equivalent. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

702. FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields. Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology. Spring term. ½ course.

MODERN LANGUAGES

Associate Professors Goldby, LoCicero and Jardini (Chairman); Assistant Professor Barsom; Instructors Desaulniers and Walker; Lecturer Winikoff.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

MAJOR REQUIREMENTS IN FRENCH: 12 courses in French including the tutorial. French 101, 102, 103, and 104 are not considered part of the major. French 105, 107, 108, 112, 113, 114, and 115 are required of majors. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency. Except under unusual circumstances, majors will observe the following sequence of courses: freshmen, French 107 and 108; sophomores, French 105, 115; juniors, French 112, 113; seniors, French 114 and the tutorial.

MAJOR REQUIREMENTS IN GERMAN: 10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

MAJOR REQUIREMENTS IN SPANISH: 10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

FRENCH

020. FRESHMAN SEMINAR: THE YOUTHFUL HERO AND HEROINE IN CONTEMPORARY FRENCH FICTION. The seminar will focus on the youthful hero and heroine as represented in the works of such contemporary French novelists as Alain-Fournier, Radiguet, Cocteau, Sartre, Queneau, Gide and Genet. Readings and discussion in English. Fall term.

101, 102. ELEMENTARY FRENCH. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE FRENCH. A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written French,

emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 104 or placement examination. Spring term.

107, 108. CONVERSATION. An intensive course in spoken French. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: French 104 or placement examination. Each term.

109. FRENCH PHONETICS. The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 107. Prerequisite: French 104 or placement examination. Not offered in 1971-72.

111. MODERN FRENCH READINGS. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth century Romantics, Realists, and Symbolists, and/or of the leading authors and intellectual movements of the twentieth century. May be substituted for French 114. Prerequisite: French 104 or placement examination. Fall term.

112, 113, 114. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. A three-term sequence: Literary Tradition I, the Middle Ages and the Renaissance; Literary Tradition II, the Classical Period and the Age of Enlightenment; Literary Tradition III, Romanticism, Realism, Symbolism, the Parnassians, and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 105, 107, 108 and 115 (105 and 115 may be taken concurrently). 112, Spring term. 113, 114, not offered in 1971-72.

115. FRENCH CIVILIZATION. The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 107 or placement examination. Spring term.

120. SEMINAR: FRENCH LITERARY CRITICISM. A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 108 or placement examination. Fall term.

130. FRENCH LANGUAGE AND CULTURE. The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of instructor. Interim.

140. THE SEVENTEENTH CENTURY THEATER. A study of selected works of Corneille, Racine, and Molière. Prerequisite: French 108 or placement examination. Not offered in 1971-72.

145. THE "PHILOSOPHES." A study of the works of such Age of Enlightenment figures as Montesquieu, Voltaire, Diderot, and Rousseau with emphasis on their contribution to the shaping of the modern world. Prerequisite: French 108 or placement examination. Not offered in 1971-72.

150. THE SYMBOLIST AND PARNASSIAN POETS. An analysis of selected works of representative poets of the Symbolist and Parnassian periods, including, among others, Gautier, Leconte de Lisle, Gerard de Nerval, Baudelaire, Heredia, Verlaine, Mallarmé, and Rimbaud. Prerequisite: French 108 or placement examination. Fall term.

151. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Merimée, Daudet, de Maupassant, and Zola. Prerequisite: French 108 or placement examination. Spring term.

155. THE CONTEMPORARY NOVEL. Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre,

Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 108 or placement examination. Not offered in 1971-72.

156. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre, and Camus. Prerequisite: French 108 or placement examination. Spring term.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass-fail course. Prerequisite: One year of French. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

GERMAN

101, 102. ELEMENTARY GERMAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE GERMAN. A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination. Not offered in 1971-72.

107, 108. CONVERSATION. An intensive course in spoken German. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.) Each term.

111, 112. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Old High German period to the present. Fall term: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. Spring term: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination. Each term.

115. GERMAN CIVILIZATION. The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination. Not offered in 1971-72.

120. SEMINAR. Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 112 or permission of the department. Not offered in 1971-72.

130. GERMAN LANGUAGE AND CULTURE. The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July;

in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor. Interim.

145. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 112 or permission of the department. Not offered in 1971-72.

150. GERMAN ROMANTICISM. A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 112 or permission of the department. Fall term.

155. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 111, 112 or permission of the department. (See Carnegie-Mellon course offerings.) Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RUSSIAN

101, 102. ELEMENTARY RUSSIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE RUSSIAN. A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written Russian,

emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination. Not offered in 1971-72.

107. CONVERSATION. An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination. Not offered in 1971-72.

111, 112. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. Fall term: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Spring term: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the text and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination. Each term.

125. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky. Not offered in 1971-72.

126. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitzin, Gladkow, and prose writings of the Symbolist movement. Not offered in 1971-72.

127. DOSTOEVSKY IN TRANSLATION. A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed*. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

SPANISH

101, 102. ELEMENTARY SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE SPANISH. A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination. Not offered in 1971-72.

109. SPANISH PHONETICS. The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination. Not offered in 1971-72.

111, 112. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination. Each term.

115. SPANISH CIVILIZATION. The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination. Not offered in 1971-72.

117. SPANISH AMERICAN LITERATURE. An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 112 or placement examination. Not offered in 1971-72.

130. SPANISH IN MEXICO. The program entails travel to Colima, Mexico, where

the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor. Interim.

141. SPANISH LITERATURE OF THE GOLDEN AGE: DRAMA. The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 112 or placement examination. Fall term.

142. SPANISH LITERATURE OF THE GOLDEN AGE: NON-DRAMATIC. Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 112 or placement examination. Spring term.

151. SPANISH LITERATURE OF THE NINETEENTH CENTURY. A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 112 or placement examination. (See Carnegie-Mellon course offerings.) Fall term.

155. SPANISH LITERATURE OF THE TWENTIETH CENTURY. The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 112 or placement examination. Not offered in 1971-72.

320. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Spanish 112. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

OTHER DEPARTMENT OFFERINGS

101, 102. ELEMENTARY ITALIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

181. YORUBA. This course is basically for beginners. It is intended to introduce the students to a systematic study of Yoruba words and grammar but more important is the function of using the language through conversation. (See also Black Studies.) Not offered in 1971-72.

192. NOVEL TO FILM. A comparative arts course which will study the various literary aspects of a given novel and its adaptation to the film medium. Students will do research on critical reaction to both the novel and the film. Not offered in 1971-72.

MUSIC

Professor Wichmann (Chairman); Associate Professor Coyner; Assistant Professors Malfatti and Spinelli; Lecturers Ross and Stolarevsky.

MAJOR REQUIREMENTS: 14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees.

GENERAL EDUCATION: All departmental courses are designated as general education courses except for the tutorial.

MATERIALS OF MUSIC

101. SEMINAR IN GENERAL MUSIC. General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods. Fall term.

102. MATERIALS OF MUSIC I. A study of scales, intervals, triadic structure in progression and phrase organization correlated with development of aural, keyboard, and writing skills. Prerequisite: Music 101 or equivalent. Spring term.

103. MATERIALS OF MUSIC II. Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural keyboard facility. Prerequisite: Music 102 or equivalent. Fall term.

104. MATERIALS OF MUSIC III. Study of modern techniques with analysis of the styles of important composers of the late nineteenth and twentieth centuries. Creative writing. Prerequisite: Music 103 or equivalent. Spring term.

105, 106. COUNTERPOINT. Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Each term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

HISTORY AND LITERATURE OF MUSIC

110. PROBLEMS IN THE PERFORMANCE OF TWENTIETH CENTURY MUSIC. Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Special emphasis will be placed on some of the more progressive tendencies of

the present, their philosophic orientation and unique problems of production (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. In developing a sense of later twentieth century performance practice, a contrast will be made with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music. Interim.

111. MUSIC THROUGH THE RENAISSANCE. Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance. Not offered in 1971-72.

112. MUSIC IN THE AMERICAS. The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture. Not offered in 1971-72.

113. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Fall term.

114. VIENNESE CLASSICAL MUSIC. Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music. Spring term.

115. OPERA THROUGH THE NINETEENTH CENTURY. An examination of opera as a combined art form beginning with its origin in Italy and including significant contributions of the lyric theatre in Europe and America. Fall term.

116. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Spring term.

117. OPERA IN THE TWENTIETH CENTURY. An examination of the opera of

modern times with emphasis on the contributions of American composers. Not offered in 1971-72.

118. MUSIC OF THE NINETEENTH CENTURY. A presentation of important orchestral and choral works of the Romantic period. Not offered in 1971-72.

119. CONTEMPORARY MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American. Fall term.

121. NON-WESTERN MUSIC: PRIMITIVE. Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups. (See also Black Studies.) Not offered in 1971-72.

122. PIANOS, PIANISTS, AND PIANO PLAYING. A consideration of the activity of musical performance on the pianoforte including a survey of the development of the instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician. Not offered in 1971-72.

123, 124. HISTORY OF MUSIC. The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term. Not offered in 1971-72.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass-fail course. Prerequisite: One year of French. Not offered in 1971-72.

APPLIED MUSIC

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. VOICE. Sec. A ½ course. Sec. B 1 course. Each term.

133, 134. PIANO. Sec. A ½ course. Sec. B 1 course. Each term.

135, 136. ORGAN. Sec. A ½ course. Sec. B 1 course. Each term.

137, 138. VIOLIN. Sec. A ½ course. Sec. B 1 course. Each term.

141, 142. VIOLA. Sec. A ½ course. Sec. B 1 course. Each term.

143, 144. ORCHESTRAL INSTRUMENTS. Sec. A ½ course. Sec. B 1 course. Each term.

ENSEMBLE

151, 152. CHOIR. Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course. Each term.

153, 154. INSTRUMENTAL ENSEMBLE. Preparation and performance of chamber music for various ensembles. ½ course. Each term.

PHILOSOPHY AND RELIGION

Professors Arnett (Chairman) and Chan; Assistant Professor Morrill; Instructors Burton and Nicholson; Lecturer Kaplan.

Major Requirements: 10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

General Education: The following courses in philosophy are designated as general education courses: Philosophy 111, 112, 118, 119, 120, 130, 323, 324, 325, 326, 332, 334, 351, 354, 357, 359, 383. The following courses in religion are designated as general education courses: Religion 151, 155, 157, 342.

PHILOSOPHY

011. FRESHMAN SEMINAR: SELECTED READINGS IN PHILOSOPHY. Discussion at an introductory level of selected works of five classical philosophers: Plato, Descartes, Hume, Kant, and Mill. Works to be read will be selected on the basis of the availability for general discussion and their presentation of a range of philosophical problems. In the last several weeks of the course philosophical tools and concepts will be used in discussion of a contemporary social issue. Fall term.

111. INTRODUCTION TO PHILOSOPHY: Logical Problems. The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief. Spring term.

112. INTRODUCTION TO PHILOSOPHY. The nature of the being which each one of us is, as focused in such issues as knowledge, freedom and determinism, and religion, will be explored through readings from Ortega y Gasset, Herman Hesse, E. E. Cummings, Norman O. Brown, and Peter Berger. In addition, basic issues of individual and social ethics—objectivity, justice, love, meaning—will be dealt with through studies of *Good and Evil* by Richard Taylor, *The Abolition of Man* by C. S. Lewis, and *On the Loose* by Jerry and Renny Russell. Lectures will be combined with discussion. Fall term.

118. ADVANCED INTRODUCTION TO PHILOSOPHY: Problems in Knowing,

Being, and Acting. An advanced introduction to philosophy which may be taken by juniors and seniors or by sophomores who have taken an earlier course in philosophy. Readings, lectures, and discussions on the problems of knowing, being, and acting as presented by selected Western philosophers. Spring term.

119, 120. LOGIC. An introductory study of classical and modern logic. Fall term serves as a prerequisite for Spring term. Each term.

130. LAW AND MORALITY. The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide; and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue. Fall term.

323. HISTORY OF PHILOSOPHY: The First Western Philosophers. The emergence of Western philosophy in Greece; Socrates and Plato; Aristotle, Stoics, Epicureans, and Sceptics; Plotinus and philosophical mysticism. Covers the period 600 B.C. to 400 A.D. Seminar with emphasis on discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1971-72.

324. HISTORY OF PHILOSOPHY: Medieval and Renaissance Philosophy. The development of philosophy in Western Europe from 400 to 1600 A.D. Augustine, Erigena, Anselm, Bonaventure, Aquinas, Scotus, Ockham; mysticism and the first stirrings of modern science; Cusa, Bruno, Machiavelli, Boehme, Galileo, and Bacon. Seminar with emphasis on discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1971-72.

325. HISTORY OF PHILOSOPHY: From Descartes to Kant. Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Fall term.

326. HISTORY OF PHILOSOPHY: The Nineteenth Century. Readings, lectures, and discussions in the philosophy of the nineteenth century. The course will deal particularly with the philosophy of Hegel, Kierkegaard, Schopenhauer, Nietzsche, Marx, Mill, and Freud. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Spring term.

332. CONTEMPORARY ETHICAL THEORY. The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1971-72.

334. SEMINAR: SELECTED THEMES AND PROBLEMS IN PHILOSOPHY. An advanced course which investigates in some detail specific problems and themes or, in some instances, the writings of an individual philosopher. With the consent of the instructor, sophomores who have completed a course in philosophy may enroll in a seminar. Spring term.

351. PHILOSOPHY OF ART. Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment. Fall term.

354. PHILOSOPHY OF RELIGION. A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion. Not offered in 1971-72.

357. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1971-72.

359. EXISTENTIALISM. A critical examination of existential philosophies of man, knowledge, values, and society. Readings, lectures, and discussions in the writings of Kierkegaard, Nietzsche, Heidegger, Jaspers, Sartre, and Merleau-Ponty. Open to sophomores who have completed at least one other course in philosophy. Fall term.

372. AMERICAN PHILOSOPHY. The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy. Spring term.

383. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor. (See also Black Studies.) Each term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

702. FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields. Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology. Spring term. ½ course.

RELIGION

140. WAR CRIMES. A consideration of the legal and moral issues in the conduct of modern war. Attention will be centered on 1) the issues raised by war tribunals, such as Nuremburg, 2) the morality of certain methods of warfare, such as obliteration bombing, nuclear weapons, and chemical and biological warfare. Interim.

151. THE COMPARATIVE STUDY OF RELIGION. A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied. Not offered in 1971-72.

155. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor. Not offered in 1971-72.

157. WORLD RELIGIONS. A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena. Fall term.

342. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor. Spring term.

345. RELIGIOUS ETHICS AND MODERN THOUGHT. An examination of the interaction between religious ethics and modern thought, focusing on contemporary theories of the self, the problems of ethical objectivity and decision-making, and selected issues in social ethics. Fall term.

353. SEMINAR IN THEOLOGICAL ETHICS. Important cases in ethics: an analysis of various ethical problems of particular contemporary significance. Topics will include sexuality and the ethics of sex, medical ethics, and the ethics of war, violence, and revolution. Not offered in 1971-72.

501, 500, 502. INDEPENDENT STUDIES. Each term and Interim.

PHYSICAL EDUCATION

Associate Professor Blayden (Chairman); Instructor Young; Lecturers Johnson and Rosen.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

SPORTS

111. ARCHERY AND BOWLING. Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course. Each term.

114. FENCING. Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course. Spring term.

115. GOLF. Knowledge of golf techniques and skills; strategy of the game. ½ course. Each term.

117. RACKET TECHNIQUES—TENNIS—BADMINTON. Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course. Each term.

119. SKIING—CONDITIONING AND TECHNIQUES. Exercises designed to

improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course. Fall term.

120. ALPINE SKIING. A concentrated course in skiing at Chatel in the French Alps. Lectures in theory and techniques, safety practices, care and prevention of injuries, and the maintenance and construction of equipment. Additional features of the program include a visit of several days to Paris, the opportunity to visit places of interest (such as Geneva) in the Alpine area, and the chance to study the cultural life of a French village. Prerequisite: Health statement from physician; speaking knowledge of French recommended but not mandatory. Interim.

121. SELF-DEFENSE. Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course. Fall term.

133. TEAM SPORT TECHNIQUES AND CONCEPTS (INCLUDING FIELD HOCKEY, SOCCER, SPEEDBALL, TAG FOOTBALL). Participation in and observation of team strategy and tactics in such sports as Field Hockey, Soccer, Speedball, Tag Football, Volleyball, Professional and Collegiate Football, Baseball, Ice Hockey, and Basketball. ½ course. Fall term.

136. BASKETBALL—SOFTBALL. Basic skills and techniques will be taught with emphasis on team tactics and strategy relevant to being a participant as well as a spectator. ½ course. Spring term.

151. SWIMMING—AQUATIC SKILLS. Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course. Each term.

155. LIFE SAVING AND WATER SAFETY INSTRUCTORS. (American Red Cross). Skills leading to safety in and on the water in order to care for one's self and the rescue of others. Methods of teaching swimming skills to others with emphasis on safe and skillful conduct in water activities. ½ course. Each term.

DANCE

141. INTRODUCTION TO MODERN DANCE. For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course. Each term.

143. MODERN DANCE. For intermediates. Intermediate technique, improvisation and choreography. ½ course. Each term.

146. DANCE IN SOCIETY. Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society? Not offered in 1971-72.

184. BLACK THEATRE DANCE WORKSHOP. This course will deal with the state of Black dance in the United States. The workshop offers means whereby students, teachers and professional artists may broaden their knowledge of Black dance and the role it plays toward creating Black expression. The course is divided into four main sections: 1) Basic Dance Forms: Principles of dance composition with emphasis on movement invention as well as the time, spaces and dynamic aspects of the craft; Afro-American movements based on Latin-American Rhythms—body isolations, rhythmic awareness; 2) The History of Black Dance: Role of the Boogaloo, Funky B'Way, Philly Dog in developing commercial theatre, television and motion pictures; 3) Dance and Education: Examination of problems, principles and techniques of teaching—the creation of dance stories (i.e., the Trek of Harriet Tubman, Ode of Martin Luther King, etc.) 4) Dance and Music: Study of style and rhythmic characteristics of Modern Jazz, Avantgarde forms, Rhythm and Blues. (See also Black Studies.) Fall term.

501, 500, 502. INDEPENDENT STUDY.

POLITICAL SCIENCE

Associate Professor Bonn (Chairman); Assistant Professor Chaffey; Instructors Leighton and McKechnie; Lecturer Taliaferro.

Major Requirements: 10 courses in political science, including the tutorial.

General Education: The following courses in political science are designated as general education courses: 101, 103, 111, 132, 141, 142, 144.

091. FRESHMAN SEMINAR: NATIONALISM AND CLASS CONFLICT. World crises are usually laid at the foot of either nationalism or class struggle. This course explores whether these phenomena are related or contradictory. For example, is "Black Power" a nationalist or class struggle slogan? Do the politics of nationalism differ from those of class? Joint offering in Political Science and Sociology-Anthropology. Fall term.

101. INTRODUCTION TO POLITICAL SCIENCE. This course considers the scope and methods of study in political science, the basic concepts used in the study of government and politics, and the basic institutions employed in the governing of men. Spring term.

103. APPROACHES TO THE STUDY OF POLITICS. An examination of various modes of inquiry and conceptual developments in the study of politics. The course will review various meanings and implications of the "scientific" study of politics. The course will then proceed to examine specific approaches—systems analysis, conflict analysis, decision making, group theory, game theory—both on their theoretical and empirical levels. Fall term.

111. AMERICAN POLITICAL PROCESSES. The course involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision making. More specifically, it centers on the study of political behavior with the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives, and courts. Fall term.

115. POLITICAL PARTIES AND ELECTORAL BEHAVIOR. A study of American political parties in terms of their organizational, governmental, and electoral context. The course will focus on the role parties have played in terms of political choice, partisanship, and leadership in the American political system. Special attention will be given to the revision of democratic theory in light of empirical studies on parties and electoral behavior. Spring term.

117. AMERICAN SUBNATIONAL POLITICS. A study of American regional politics. The structures, functions, and politics of American state governments and their county, city, and district subdivisions will be considered. The course will also consider the position of states within the federal system and evolving patterns of regional and intergovernmental relationships. Metropolitan governments will be examined as a particular problem area. Fall term.

118. THE AMERICAN JUDICIAL PROCESS. This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Spring term.

122. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Spring term.

124. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Fall term.

126. COMPARATIVE POLITICS OF WESTERN EUROPE. A comparative study of the major political systems of Western Europe. The course will examine systemic and

middle-level theoretical approaches to the study of comparative politics. It will then focus on cross-national comparisons of political structures and functions as well as historical developments of the political systems of England, France, and Germany. Fall term.

128. THE BUREAUCRACY IN NEW NATIONS. This course is concerned with the growth of civil service bureaucracies in newly independent states. As the largest single employer in many new nations, the civil service is often a microcosm of political identifications, whether along ethnic or class lines which exist in the society. The phenomenon of the bureaucracy as an elite group within a society will also be explored. (See also Black Studies.) Spring term.

131. RURAL POLITICS—POPULISM AND PEASANT REVOLTS. Using nineteenth century agrarian populism as a focal point, selected cases of peasant-based political movements in developing societies will be examined. The purpose of this analysis will be to attempt to understand the dynamics of social and political change in peasant societies with regard to innovation, reform, and revolution. Not offered in 1971-72.

132. THE POLITICS OF MINORITY GROUPS. This course will be an analysis of trading minorities—the pariah entrepreneur-middlemen and their role in the political and economic development of the societies of which they are a part. Starting with the Jews of Eastern Europe, comparisons will be made with the contemporary cases of the Chinese in Southeast Asia, the Indians of East Africa, and the Lebanese in West Africa. The concept of cultural pluralism will be examined and attempts made to apply it to related minority-host situations in the urban ghetto, Appalachia, and the white trader of the American Indian reservation. (See also Black Studies.) Not offered in 1971-72.

134. SEMINAR: POLITICAL ELITES. This course will survey the various general theories of political elites and then examine studies about the behavior and structure of political elite groups in various types of political systems. Spring term.

136. AMERICAN POLITICAL THOUGHT. An analysis of the origin and development of democratic principles, political ideas, and political institutions from colonial times to the present. Fall term.

137. REASON, REVOLUTION AND THE ENLIGHTENMENT. The eighteenth century provides a background for present political thought and action in the West. That background will be analyzed, paying special attention to the interrelationships among political philosophy, ideology, and the dynamics involved in successful revolution and subsequent efforts at reconstructing new systems. Not offered in 1971-72.

141. THE DEVELOPMENT OF MODERN WESTERN POLITICAL THOUGHT I. A survey and analysis of the major political thinkers from Plato to Machiavelli. Fall term.

142. THE DEVELOPMENT OF MODERN WESTERN POLITICAL THOUGHT II. A survey and analysis of the major political thinkers from Machiavelli to Marx. Spring term.

144. SEMINAR: POLITICAL PHILOSOPHY THROUGH THE LITERARY ARTS. Various literary arts in the twentieth century have contributed to our understanding of political philosophy. Much of what is political theory is now being explored in the form of political novels, autobiography and drama. This course proposes to examine some examples of this development. Spring term.

148. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization, and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. (See also Black Studies.) Fall term.

155. SEMINAR: MARXISM. An examination of classical Marxist and revisionist conceptualizations of the philosophy of history, progress, the structure of society, revolution, and human nature. Not offered in 1971-72.

183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves independent study in areas of special interest. (See also Black Studies.) Spring term.

184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. (See also Black Studies.) Not offered in 1971-72.

185. THE POLITICAL, SOCIAL, ECONOMIC AND CULTURAL HISTORY OF BLACK PEOPLE. An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods; abolitionism and revolt; emergence of the Black church and voluntary associations; nationalist and separatist movements; Afro-American Pan-Africanism; the Nadir; the Civil Rights crusade; and Black Martyrdom and despair. (See also Black Studies.) Fall term.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

PSYCHOLOGY

Professor Diggory (Chairman); Associate Professor Lackner; Assistant Professors Khachaturian, Rifkin and Vaughan; Lecturer Parkman; Laboratory Assistant Serfass.

MAJOR REQUIREMENTS: 11½ courses, including the tutorial. Students majoring in psychology are required to take the following courses: Mathematics 110, which prospective majors should complete by the end of the sophomore year; Psychology 111, 302, 603 and 604. In addition, majors must choose one psychology course from each of the following three groups: Group A: 121, 122, 123, 124; Group B: 131, 132, 133; Group C: 141, 142. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section.

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Mathematics 110 in the freshman year and Psychology 111 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 121, 122, 151 and 152 (Physics I and II); Biology 101, 104, 133, 134, 141; Chemistry 103, 105, 108.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

GENERAL EDUCATION: The following courses in psychology are designated as general education courses: 101, 102.

050. FRESHMAN SEMINAR: CONCEPTIONS OF MAN. An examination of views of "human nature" from the early Greeks to the present time. Historical explanations of behavior are viewed in the light of the preeminent philosophical, religious, cultural, and scientific developments of the time. Fall term.

101. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion, weekly. Each term.

102. ADVANCED GENERAL PSYCHOLOGY. Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses. Each term.

111. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Required of all majors. Prerequisite: Mathematics 110 or equivalent. Fall term.

121. LEARNING: BASIC PROCESSES. (Group A.) *Lecture.* Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks. Fall term.

121A. *Laboratory.* Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

122. VERBAL LEARNING AND COGNITIVE PROCESSES. (Group A.) *Lecture.* An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking. Spring term.

122A. *Laboratory.* Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course.

123. PERCEPTION. (Group A). *Lecture.* An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Fall term.

123A. *Laboratory.* Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. ½ course.

124. MOTIVATION. (Group A). *Lecture.* A survey of the concepts and data related to the arousal and direction of behavior. Spring term.

124A. *Laboratory.* Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

131. SOCIAL PSYCHOLOGY. (Group B). *Lecture.* A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101. Fall term.

131A. *Laboratory.* Field studies and laboratory experiments on behavior in social situations. ½ course.

132. PERSONALITY. (Group B). *Lecture.* A survey of the modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Spring term.

132A. *Laboratory.* Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

133. BEHAVIORAL PATHOLOGY. (Group B). *Lecture.* A study of definitions of

normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Each term.

133A. *Laboratory.* Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

141. PHYSIOLOGICAL PSYCHOLOGY. (Group C). *Lecture.* The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 101, 102 or Psychology 101, 102. Fall term.

141A. *Laboratory.* Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

142. DEVELOPMENTAL PSYCHOLOGY. (Group C). *Lecture-Laboratory combined.* An overview of psychological development from birth through adolescence, with special emphasis on the preschool years. Lectures, discussions, and laboratories alternate in the same weekly time periods. The course is taught at Carnegie-Mellon University using its child development laboratory and facilities, by staff members of the psychology departments of Chatham College and Carnegie-Mellon University. Spring term.

143. EXPERIMENTAL CHILD PSYCHOLOGY. An advanced laboratory-seminar. Experimental research projects on topics of special interest to individual students. Prerequisite: Psychology 142. Fall term.

150. FROM DEMONOLOGY TO DESENSITIZATION. An examination of historical and contemporary approaches to "abnormal" behavior, with emphasis on cultural differences in defining and manipulating socially intolerable individuals. The goals of the course will be achieved through visits to European "treatment" centers which either played important roles in the past (such as, Gheel in Belgium, the York Retreat in England, or La Salpêtrière in Paris) or which presently have innovative programs

occasionally emulated in the United States (such as, Maudsley Hospital and Kingsley House in London, "hospital-factories" in Wales and The Netherlands, the Jung Institute in Zurich, Jones' therapeutic community in Scotland, etc.). Tours of the institutions and centers will be combined with opportunities for staff-student and client-student interactions. Prerequisite: Introductory Psychology and Behavior Pathology or its equivalent. Interim.

151. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Prerequisite: Mathematics 110. Not offered in 1971-72.

182. PSYCHOLOGY OF THE AFRO-AMERICAN. Study of the personality structures of Afro-Americans. Special emphasis is placed on Black cultural group experiences and the consequences of personal psychological experiences of Blacks resulting from their present, and historical, position in American society. (See also Black Studies.) Not offered in 1971-72.

302. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department. Spring term.

350. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Open to sophomores with permission of the instructor. Spring term.

352. SPECIAL TOPICS. Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest. Any term or Interim as arranged.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

702. FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields. Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology. Spring term. ½ course.

SOCIOLOGY-ANTHROPOLOGY

Professor Adelman; Associate Professor Pendrell; Instructors Lee and Rothman (Chairman); Lecturer Harris.

MAJOR REQUIREMENTS: 10 courses in sociology-anthropology, including the tutorial. Students majoring in sociology-anthropology are expected to take the following as part of their program: Sociology-Anthropology 101, 103, 104, 107, 108, and the tutorial. Majors are strongly urged to take Sociology-Anthropology 115 and 116.

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

General Education: The following courses in sociology-anthropology are designated as general education courses: 101, 102, 103, 104, 114, 129.

091. FRESHMAN SEMINAR: NATIONALISM AND CLASS CONFLICT. World crises are usually laid at the foot of either nationalism or class struggle. This course explores whether these phenomena are related or contradictory. For example, is "Black Power" a nationalist or class struggle slogan? Do the politics of nationalism differ from those of class? Joint offering in Political Science and Sociology-Anthropology. Fall term.

101. INTRODUCTION TO SOCIOLOGY. Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Fall term.

102. CULTURE AND POVERTY. Has "poverty" always characterized human society? What sets of socio-cultural, economic, and political factors are necessary to consider, in order to define the term "poverty?" This seminar will review the concept of "The Culture of Poverty" as set forth by the noted anthropologist, Oscar Lewis; the effects of this thesis in public policy; and various critical appraisals. Hopefully, this seminar will provide insights into present day Black, Indian, Mexico-American, Puerto Rican, and youth movements within the United States. Not offered in 1971-72.

103. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Fall term.

104. CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived

from the study of contemporary primitive cultures. Sociology 103 recommended but not prerequisite. Spring term.

107, 108. METHODS OF SOCIAL RESEARCH I, II. A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor. First term is prerequisite for second term. Each term.

109. WORKSHOP IN THE ANALYSIS OF PRIMARY MATERIALS. Analysis of a body of data. A problem will be defined and hypotheses tested. Projects will be defined so that they can be brought to completion within the limits of the term or Interim. Each particular study will be used as the vehicle for study of the problems of analysis, not primarily as a vehicle for the learning of techniques. The workshop will at various times concern itself with very different kinds and sources of data and with a wide range of methods of empirical generalization in sociology and anthropology. May be taken more than once. Prerequisite: Permission of the instructor. Not offered in 1971-72.

112. CONTEMPORARY SOCIAL RESEARCH. Critical examination of examples of research at the major "growing points" of empirical sociology and related disciplines. Prerequisite: Permission of the instructor. Not offered in 1971-72.

114. CULTURE, SOCIAL STRUCTURE, AND PERSONALITY. This course relates theories of (1) knowledge, belief, evaluation and religion; (2) structure of social institutions; and (3) variations in national character. What theoretical and empirical basis is there for the discovery of correspondences between these three different levels of analysis of society? Special attention is given to Weber, Durkheim, and Freud, both their own writings and the writings of those who have worked in, or against, one or more of these "schools" of social science. The role of Parsonian action theory in integrating the several levels of analysis is considered. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Spring term.

115, 116. HISTORY AND DEVELOPMENT OF SOCIOLOGICAL THEORY. Readings in classical and modern theorists. The emergence of contemporary theoretical orientations and concepts is traced. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. First term is prerequisite for second term. Each term.

118. CONTEMPORARY SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern empirical research to present day sociological and anthropological theory. Students will be given opportunity for independent study under faculty supervision, and familiarity with source materials will be emphasized. Not offered in 1971-72.

122. COMPLEX ORGANIZATIONS. Theories and empirical studies of bureaucracy as a social form with particular reference to industrial organizations, and to the growth of bureaucracy in major areas of industrial society: economic, religious, academic, military, political. Fall term.

124. SOCIAL MOVEMENTS. An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1971-72.

126. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Prerequisite: Sociology-Anthropology 103. (See also Black Studies.) Not offered in 1971-72.

127. ANTHROPOLOGY OF THE AFRO-AMERICAN. An examination of what the noted anthropologist, M. Herskovits, perceived as "the myth of the Negro past," and of major myths, facts and trends that comprise the Black experience in the Americas. Reading will emphasize works of Afro-American scholars. (See also Black Studies.) Spring term.

129. COMMUNITY STUDIES. This course cuts across the boundaries between sociology and anthropology. It studies the methods through which field workers in both disciplines produce encompassing multi-dimensional studies, using a variety of methods, of small-scale clearly bounded social systems. The distinguishing feature of this approach is that one individual, or at most a small team, aims to acquire an exhaustive knowledge of the "community," rather than a highly specialized understanding of limited aspects of the socio-cultural structures. Examples include studies of an African chiefdom, a group of Irish peasant farmers, a village of weavers in the Shetland Islands, and the "urban villagers" of an American ethnic neighborhood. Some experience of field observation in the Pittsburgh area will be provided. Prerequisite: One course in sociology-anthropology or in political science. Not offered in 1971-72.

132. ECONOMIC ANTHROPOLOGY. This course relates land use, production and exchange patterns, and technology to broader aspects of social and cultural structure, such as religion and political institutions. Case studies in at least two different regions are examined; these studies include both tribal groups which have had minimal contact with Western culture, and groups which are in the process of responding to modernizing influences. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Fall term.

134. SOCIAL ORGANIZATION: KINSHIP. The web of interpersonal relationships arising from marriage, and from descent reckoning. An overview of the adaptive and maladaptive group expectations that ensue from the bonds of kinship in all human societies. Prerequisite: Early Man and Culture and/or Cultural Anthropology. Spring term.

135. LATIN AMERICAN CULTURES: MEXICO, CENTRAL AMERICA, AND THE CARIBBEAN. An overview of the cultural-ecological conditions that fostered the evolution of the organization of states, e.g., the Aztec Empire, in certain areas, and hindered such evolution elsewhere; the disposition of land and labor in pre-colonial, post-conquest, and present time. (See also Black Studies.) Fall term.

141. POLITICAL ANTHROPOLOGY. An ethnological survey of the rise of political

society. When, where, and under what conditions can be discerned the emergence of "social stratification," "law," and "the state?" Can these be said to be new developments? What are the main contrasting arguments? Prerequisite: Permission of the instructor. Not offered in 1971-72.

143. PEOPLES OF ASIA I: EAST ASIA. Developmental processes and variations in cultures of China, Japan, Korea, Tibet, Mongolia, and Siberia. Recommended: Anthropology 103, 104, or Sociology 101. (See also Black Studies.) Fall term.

144. PEOPLES OF ASIA II: SOUTH AND SOUTHEAST ASIA. Developmental processes and variations in cultures of India, Ceylon, mainland Southeast Asia and Indonesia. Recommended: 103, 104, or 101. (See also Black Studies.) Spring term.

146. ANTHROPOLOGY OF RELIGION. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Sociology-Anthropology 101, 103, or permission of the instructor. Not offered in 1971-72.

147. COMPARATIVE SOCIAL AND CULTURAL INSTITUTIONS. Cross-cultural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1971-72.

148. SYSTEM ANALYSIS: CHINESE SOCIETY. Presentation of system theories and their application to a detailed analysis of Chinese society. Changes in the social system of China over the last hundred years will be examined. Structural implications of major historical events, such as the political and social revolutions of 1911 and 1949 and the "cultural revolutions" of 1919 and 1966, are studied. Theoretical and methodological problems related to the empirical application of system models will be discussed. Prerequisite: One course in sociology-anthropology or political science, or permission of the instructor. Spring term.

150. ETHNIC GROUPS AND REVITALIZATION. Studies of organized efforts by members of culturally distinguishable groups, mainly in colonial areas, to change their

situation. Prerequisite: Sociology-Anthropology 101, 104, or permission of the instructor. (See also Black Studies.) Interim.

184. LAW AND POVERTY. This course will emphasize case studies of the social conditions which affect the poor, Black, and other ethnic group members, such as alcoholism, welfare, housing, unemployment, criminal justice system, consumer credit, etc. Each case will be examined as a system using secondary materials (articles, text, discussions and guest lecturers). Students will select one of the above areas and make visits to appropriate agencies to investigate their operation. From both primary and secondary research, a term project will be developed. (See also Black Studies.) Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

702. FACULTY SYMPOSIUM: THE PROCESS OF DISCOVERY. Study of the epistemological foundations of samples of research in various fields. Comparison and contrast of methodologies and search for a common groundwork of inquiry in various pursuits. Each student will be assigned a special adviser from among the faculty members participating in this symposium. Student enrollment by permission of any of the faculty participants. In Spring, 1972, faculty members from the following departments will participate: Chemistry, Mathematics, Philosophy, Psychology, and Sociology-Anthropology. Spring term. ½ course.

PROGRAM IN BLACK STUDIES

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including the tutorial. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements:*

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*Course descriptions also appear under departmental offerings.

Modern Languages 181. YORUBA. The course is basically for beginners. It is intended to introduce the students to a systematic study of Yoruba words and grammar but more important is the function of using the language through conversation. Not offered in 1971-72.

Political Science 183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves independent study in areas of special interest. Spring term.

Political Science 184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. Not offered in 1971-72.

Political Science 185. THE POLITICAL, SOCIAL, ECONOMIC AND CULTURAL HISTORY OF BLACK PEOPLE. An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods; abolitionism and revolt; emergence of the Black church and voluntary associations; nationalist and separatist movements; Afro-American Pan-Africanism; the Nadir; the Civil Rights crusade; and Black Martyrdom and despair. Fall term.

Psychology 182. PSYCHOLOGY OF THE AFRO-AMERICAN. Study of the personality structures of Afro-Americans. Special emphasis is placed on Black cultural group experiences and the consequences of personal psychological experiences of Blacks resulting from their present, and historical, position in American society. Not offered in 1971-72.

Physical Education 184. BLACK THEATRE DANCE WORKSHOP. This course will deal with the state of Black dance in the United States. The workshop offers means whereby students, teachers and professional artists may broaden their knowledge of Black dance and the role it plays toward creating Black expression. The course is divided into four main sections: 1) Basic Dance Forms: Principles of dance composition with emphasis on movement invention as well as the time, spaces and dynamic aspects of the craft; Afro-American movements based on Latin-American Rhythms—body isolations, rhythmic awareness; 2) The History of Black Dance: Role of the Boogaloo, Funky B'Way, Philly Dog in developing commercial theatre, television and motion pictures; 3) Dance and Education: Examination of problems, principles and techniques of teaching—the creation of dance stories (i.e., the Trek of Harriet Tubman, Ode of Martin Luther King, etc.); 4) Dance and Music: Study of style and rhythmic characteristics of Modern Jazz, Avantgarde forms, Rhythm and Blues. Fall term.

Sociology-Anthropology 184. LAW AND POVERTY. This course will emphasize case studies of the social conditions which affect the poor, Black, and other ethnic group members, such as alcoholism, welfare, housing, unemployment, criminal justice system, consumer credit, etc. Each case will be examined as a system using secondary materials (articles, text, discussions and guest lecturers). Students will select one of the above areas and make visits to appropriate agencies to investigate their operation. From both primary and secondary research, a term project will be developed. Spring term.

581, 580, 582. Independent study may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

683-684. Tutorial studies may be undertaken in the Black Studies Program and/or departments with the consent of the instructor and the Black Studies Coordinator. Each term and Interim.

COURSES DIRECTLY RELATED TO BLACK STUDIES

The following courses are considered as being directly related to Black Studies, and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements.

Sociology-Anthropology 127. ANTHROPOLOGY OF THE AFRO-AMERICAN. An examination of what the noted anthropologist, M. Herskovits, perceived as "the myth of the Negro past," and of major myths, facts and trends that comprise the Black experience in the Americas. Reading will emphasize works of Afro-American scholars. Spring term.

Education 301. TEACHING IN AN URBAN SETTING. Juniors and seniors are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects sensitivity modules, readings, films, and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of competency, in an inner city school is provided through cooperation with the Pittsburgh Public Schools. Spring term.

Political Science 148. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization, and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. Fall term.

COURSES INDIRECTLY RELATED TO BLACK STUDIES

The following courses are considered as being indirectly related to Black Studies and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements. (For course descriptions, see departmental offerings.)

Economics 115. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. Not offered in 1971-72.

Economics 116. DEMOGRAPHIC ECONOMICS. Fall term.

History 143. AN INTRODUCTION TO ASIAN CIVILIZATION. Each term.

Music 121. NON-WESTERN MUSIC. Not offered in 1971-72.

Philosophy 383. ASIAN PHILOSOPHY. Each term.

Political Science 128. THE BUREAUCRACY IN NEW NATIONS. Spring term.

Sociology-Anthropology 126. SOCIAL STRATIFICATION. Not offered in 1971-72.

Sociology-Anthropology 135. LATIN AMERICAN CULTURES. Fall term.

Sociology-Anthropology 143. PEOPLES OF ASIA I: EAST ASIA. Fall term.

Sociology-Anthropology 144. PEOPLES OF ASIA II: SOUTH AND SOUTHEAST ASIA. Spring term.

Sociology-Anthropology 150. ETHNIC GROUPS AND REVITALIZATION. Interim.

The College

HISTORY

In 1869 a group of civic-minded Pittsburghers took the initiative in establishing in the city a college which would offer women students an educational program comparable to the finest offered young men.

The college was Pennsylvania Female College and, unlike many women's colleges which began as seminaries, it was from the beginning a full-fledged college offering the baccalaureate degree.

Twenty-one years after its founding the name was changed to Pennsylvania College for Women. The action to amend the charter was started through student petition to the Board of Trustees.

In 1955 PCW became Chatham College in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the City of Pittsburgh is named.

The fully accredited, non-sectarian College has grown from 103 students to an enrollment of 600, from an 11-acre, one-building campus to its present 30 buildings on 51 acres. Currently the College has an endowment of over eleven million dollars in market value.

More important than its physical growth has been Chatham's educational growth. The College has long been a pioneer in curricular progress. Its new academic program, adopted in the spring of 1970, again places the College in the forefront of national educational reform.

THE CAMPUS

Chatham College is located in a residential section of Pittsburgh only a few minutes away from the cultural and civic centers of the city.

The College's 51-acre wooded campus contains 30 buildings. In the center of the campus is the academic quadrangle with the Coolidge Hall of Humanities, the Falk Hall of Social Studies and the Braun Hall of Administration. This trio of buildings houses faculty and staff offices, classrooms, bookstore, post office, snack bar, language laboratory and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Completely renovated in 1966, it has large science laboratories as well as individual laboratory areas and the Earl K. Wallace Lecture Hall. Honoring one of Chatham's most distinguished alumnae, the Rachel Carson Memorial Reading Room contains approximately 4000 books and journals.

Completing the quadrangle is the Laughlin Memorial Library with approximately 90,000 volumes, and the Chapel which seats 700 people and has a four-manual Moeller organ with carillonic bells.

Construction will begin soon on the Jennie King Mellon Library which will have space for 175,000 volumes as well as individual study areas and special seminar rooms. Adjoining the library will be a lecture hall-little theatre seating 300 people. Andrew W. Mellon Hall, onetime home of the former Secretary of the Treasury, is the College's student-faculty center housing student activity and staff offices, meeting and recreation rooms, a regulation-size swimming pool and bowling alleys. The College plans to construct an extension to Mellon Hall for dining facilities and a snack bar.

Chatham's student residences are unique in that they provide a variety of living experiences. During her four years at the College a student can live in the traditional college dormitory such as Woodland or Dilworth Halls, in an apartment suite such as those in Pelletreau Hall, or in the homelike atmosphere of the Julia and James Rea House or the Marjory Rea Laughlin House. Students may also live in Benedum Hall, once the home of oilman Michael L. Benedum. The Art Studio is located on the grounds of this former estate.

The campus includes a three and one-half acre recreation field, four all-weather tennis courts, and the Physical Education Center with a large gymnasium, dance studio, classrooms and seminar rooms.

Chatham's campus, spread over rolling hills, is especially admired for its splendid landscaping, a handsome academic center in a major business and cultural metropolis.

THE COMMUNITY

The Chatham College community of 75 faculty members and 600 students provides a variety of experiences and yet assures each student individual consideration.

Most of Chatham's classes are small; over half have no more than 15 students enrolled, and the great majority have no more than 30. There are opportunities for seminar discussions and for numerous contacts with members of the faculty.

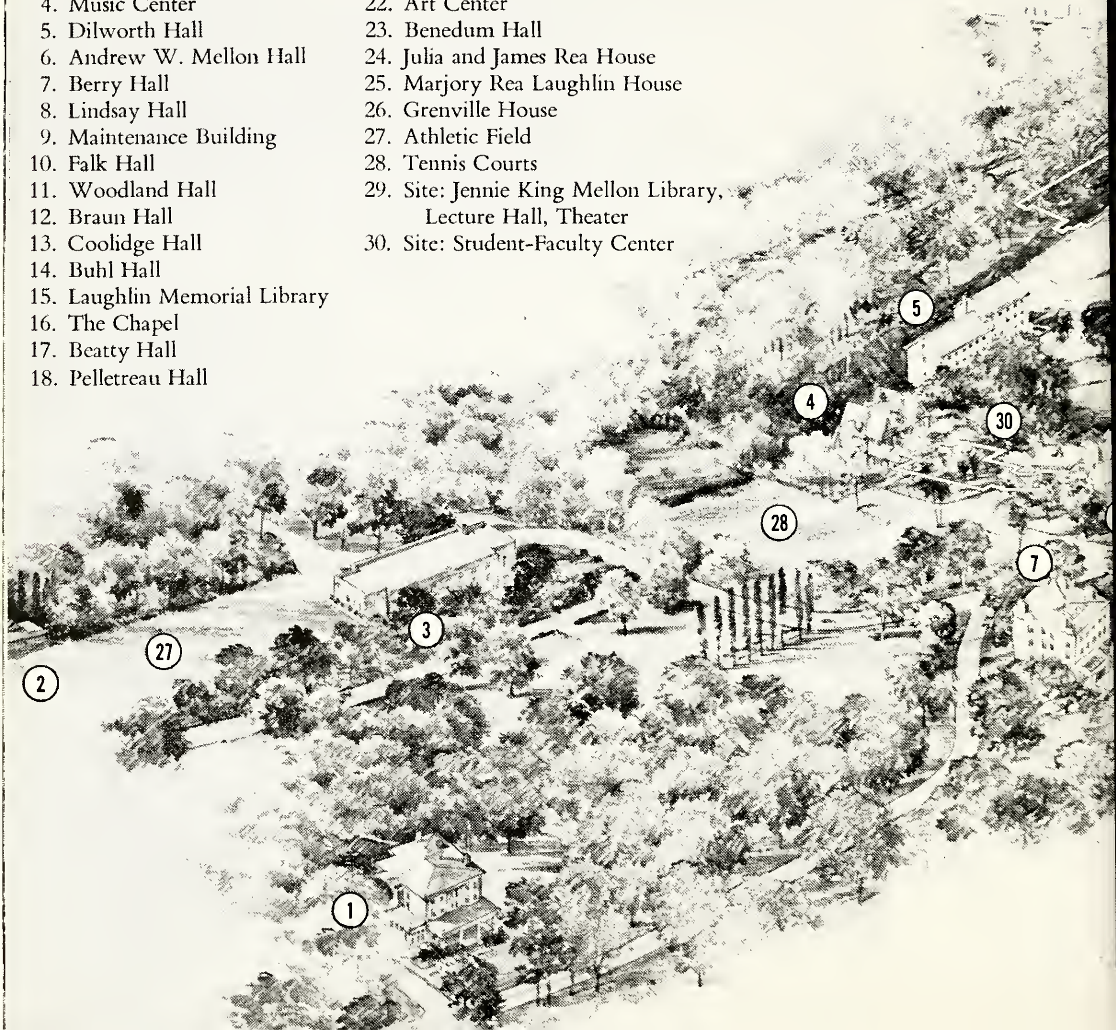
The quality of an educational institution is primarily dependent on the ability and training of its faculty. In this regard, Chatham is particularly fortunate. Its faculty is composed of men and women who are not only good teachers but take a personal interest in students and have the ability to embody the ideals of the liberally educated person.

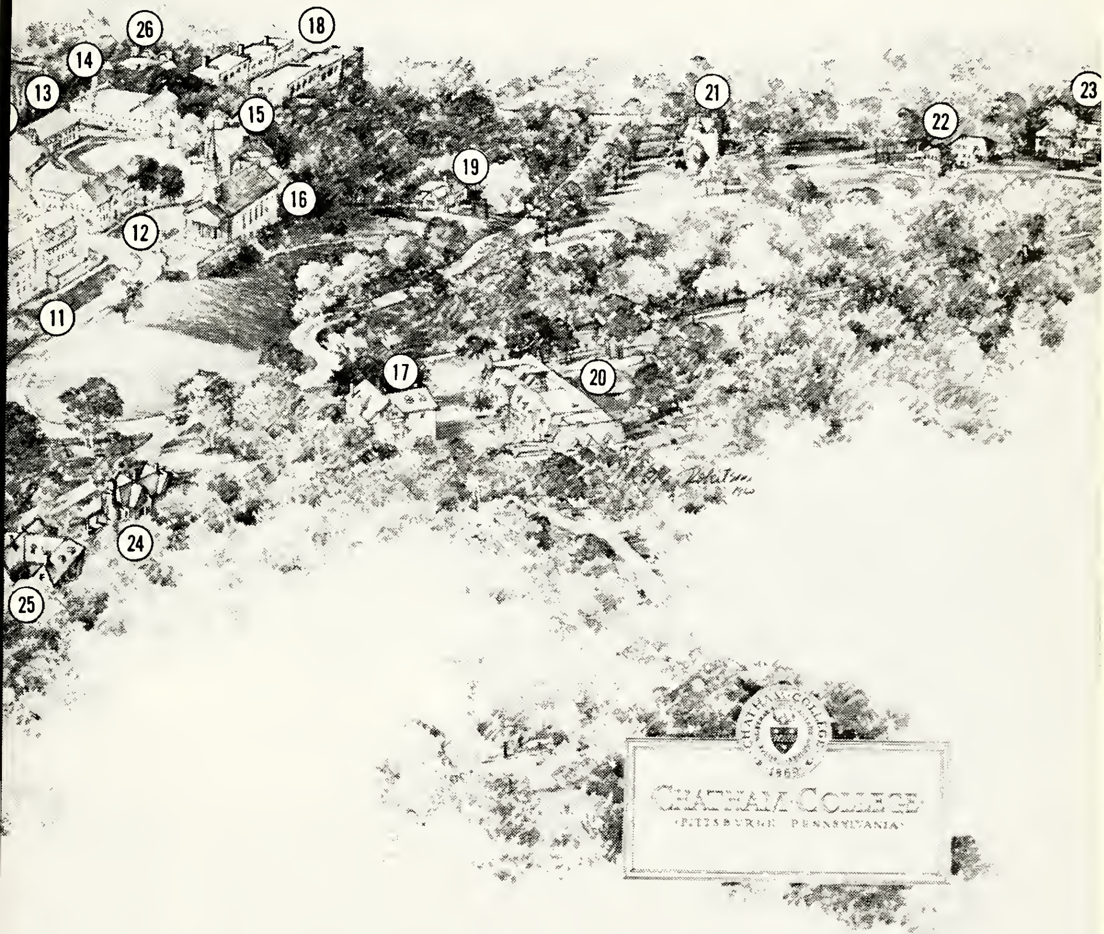
Chatham believes that students profit greatly from being instructed by and having access to creative teachers. In the faculty membership are artists, dramatists, musicians and scholars of major distinction. In addition to the permanent members of the faculty, Chatham invites nationally and internationally known artists and scholars to serve in residence.

Chatham students are chosen for their academic competence, motivation, enthusiasm for learning and their ability to develop and accept increasing responsibility for their own education and lives. They represent diverse geographic, cultural, social, racial, religious and economic backgrounds as well as a variety of interests and talents in both academic and creative areas. A small number of foreign students are included in Chatham's enrollment each year. These students have come from Argentina, Colombia, Egypt, France, Germany, India, Iran, Japan, Kenya, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda and Hong Kong.

A vital part of each student's daily academic life is the Chatham College Honor Code, a code which reflects acknowledgement of the student's obligations not only to herself

1. Gregg House
2. The Lodge
3. Physical Education Center
4. Music Center
5. Dilworth Hall
6. Andrew W. Mellon Hall
7. Berry Hall
8. Lindsay Hall
9. Maintenance Building
10. Falk Hall
11. Woodland Hall
12. Braun Hall
13. Coolidge Hall
14. Buhl Hall
15. Laughlin Memorial Library
16. The Chapel
17. Beatty Hall
18. Pelletreau Hall
19. Mary Acheson Spencer House
20. Fickes Hall
21. Gateway House
22. Art Center
23. Benedum Hall
24. Julia and James Rea House
25. Marjory Rea Laughlin House
26. Grenville House
27. Athletic Field
28. Tennis Courts
29. Site: Jennie King Mellon Library, Lecture Hall, Theater
30. Site: Student-Faculty Center

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CHATHAM COLLEGE
PITTSBURGH PENNSYLVANIA

but to her fellow classmates, the College and the broader society. Every student, upon admission, automatically accepts the Honor Code.

Residence hall life is considered an integral part of the College's total program. Many social and academic activities such as seminars, discussions with guest lecturers, parties and open houses take place in the residence halls. Visiting hours, within limits established by the College and the student House Board, are determined by each residence hall section. Adult head residents live in every residence hall.

Students whose parents live outside Pittsburgh and its neighboring communities are required to live on campus unless special permission is obtained from the Office of Student Affairs. Juniors and seniors may apply to live off-campus. Parental permission is required for students under 21 years of age.

All students, whether resident or commuting, share in all College activities. The Day Students' Apartment in Dilworth Hall, with its living room, bedroom and kitchen facilities, is set aside for the exclusive use of commuting students. Day students have their own organization and their president is a member of the Chatham Student Government Board.

Chatham regards its students as effective participants in College affairs. By serving as voting members on almost all the College's planning and policy committees, students have played an important role in helping to develop the College of which they are a vital part. Students served on the committees which helped to shape Chatham's new curriculum and they also have assisted in planning the new library and student-faculty center. In addition, student representatives attend faculty meetings and student committees help in the interviewing of new members of the faculty and staff.

The Chatham Student Government coordinates student involvement in the affairs of the College. CSG gives voice to student concerns and maintains student participation in College committees. It also oversees various student boards and organizations.

Honor societies at Chatham are Mortar Board and the Omicron of Pennsylvania Chapter of Phi Beta Kappa. A student-affiliate chapter of the American Chemical Society meets regularly on campus.

Chatham's student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. All students are invited to contribute their artistic, writing or business talents to these publications.

Opportunities abound for students with dramatic or musical abilities. Those interested in theatre arts may write, stage, direct or take part in the production of plays. Students interested in music may participate after audition in the College choir or other campus musical groups and in various Pittsburgh orchestral and choral groups.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, skiing, swimming, tennis, bowling, fencing and canoeing. Arrangements can be made with nearby parks for horseback riding and golf. There are interclass sports competitions as well as Chatham teams competing with teams from nearby colleges.

THE CITY

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a combination of private and public interest, Pittsburgh has become in recent years one of the most vital and progressive cities in the country.

While over two billion dollars have been spent by industry to modernize the city, Pittsburgh's civic and cultural activities have not been allowed to lag. The varied facilities of a fascinating city are within minutes of the campus.

Most Chatham students take advantage of the opportunity to attend performances by the Pittsburgh Opera, the Pittsburgh Symphony Orchestra, the Pittsburgh Playhouse, the Chamber Music Society, and the readings of the world's most distinguished poets in the International Poetry Forum, as well as numerous other recitals, plays, concerts and programs.

The International Exhibition of Contemporary Art, sponsored every three years by the Carnegie Institute, is world famous. The Institute also sponsors many special exhibitions, and these, together with the permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. The Arts and Crafts Center, a few blocks from the campus, has exhibits each month. Other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is a short distance from the campus. Its large collection of volumes supplements the libraries of the colleges and universities in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Many Chatham students participate in volunteer service projects in the city. Tutoring groups aid local schools and community centers, students serve in hospitals, youth organizations and a wide variety of health and welfare organizations.

Students also find the city of great value as a laboratory for course work. For example, sociology students work in settlement houses; education students do student teaching in surrounding schools; choral students participate in concerts with orchestras and other instrumental groups; and political science students work in the election process.

Beginning in the fall of 1971, the College extended its efforts, under the Pittsburgh-Chatham Program, to use the resources of the city in its curriculum. Departments identify individuals, agencies and facilities in Pittsburgh which relate to and enrich their course offerings, create new opportunities for independent study in an urban setting, and develop ways by which the College and the city can join in attempts to solve urban problems.

One of the chief advantages of Chatham's location within Pittsburgh is its proximity to five other colleges and universities. Cross-registration and cooperative programs with these institutions, in which Chatham students participate freely, are described elsewhere in this *Bulletin*.

SPECIAL PROGRAMS

Chatham College's public programs are planned to supplement what Pittsburgh offers in the arts and sciences. The hour from 11 to noon Tuesday and Thursday morning is reserved for all-campus programs. In addition, evening programs are scheduled throughout the year.

The special programs and series scheduled during the year at Chatham are listed below, followed by a roster of lecturers, visitors and events in recent years.

THE CHATHAM VISITORS PROGRAM is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days; there is no formal lecture or schedule. The program is intended as a dialogue providing insights at a high level.

THE CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by leading American spokesmen presenting a variety of viewpoints, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by grants from The Maurice and Laura Falk Foundation and from the Leon Falk Family Trust.

Lecturers, Visitors and Special Programs at Chatham College in Recent Years

CHATHAM VISITORS

David Riesman, Henry Ford II Professor of Social Sciences, Harvard University

Charles Bohlen, Former Ambassador to the Soviet Union, the Philippines and France

W. S. Merwin, Poet, author and translator

David Amram, Composer, conductor and author

Margaret Mead, Curator of Ethnology, American Museum of Natural History

Jesse Unruh, Former Speaker of the House, California Legislature, and past President of the National Conference of State Legislative Leaders

Edwin and Mary Scheier, Artists in ceramics, wood, prints and tapestries

George Wald, Higgins Professor of Biology, Harvard University and Nobel Laureate

Elizabeth Sewell, Poet, author and teacher

PROGRAMS IN THE ARTS

National Shakespeare Company in *Oedipus Rex*

Henry Spinelli, Pianist

Bach's *Well-Tempered Clavier* performed in its entirety by Eunice Norton, pianist

An Evening of Jazz with the David Amram Quartet

Russell Wichmann, Organist

Abbey Singers and the Waverly Consort

Pierre Cochereau, Organist of the Cathedral of Notre Dame

Exhibit of Oceanic Art

Prints and Drawings by Lovis Corinth

Faculty and Student Art Exhibits

SPECIAL LECTURERS

Michael Oksenberg, Assistant Professor of Political Science, Columbia University

Claude Brown, Author of *Manchild in the Promised Land*

James M. Gustafson, Professor of Christian Ethics, Yale University

Richard Wade, Professor of History, University of Chicago

John J. A. McLaughlin, Oceanographer, Chairman of Biological Sciences, Fordham University

John W. Reps, Professor of City and Regional Planning, Cornell University

Alex Haley, Author of the as-told-to *Autobiography of Malcolm X*

Walt Kelly, Creator of *Pogo*

Russell Kirk, Author and columnist

Ralph Nader, Consumer advocate

William Meredith, Poet in Residence of Pittsburgh colleges and universities, Professor of English, Connecticut College

COLLEGE SERVICES

MEDICAL SERVICES

The College maintains a student infirmary on campus which is under the direction of the College Physician and Resident Nurse. Students are responsible for making appointments to see the physician who calls at the Infirmary at stated office hours and is on call for emergencies at all other times. (See page 137, Medical Fees.)

A parent's written consent for treatment by the College medical staff is required. Parents also may elect to have their daughters treated by a physician of their own choice, in which case a written request should be in the Infirmary records.

The student is required to have health and accident insurance. The College has planned for such a program with the Continental Casualty Company. This program is so comprehensive that it has the College's strong recommendation. (See page 137, Medical Fees.) Alternative plans will be accepted provided they offer equivalent benefits.

COUNSELING SERVICES

The Director of Counseling Services is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist. The Director also will design and carry out special campus education programs.

The Coordinator of Student Affairs is the adviser to student activity groups and the supervisor of the Student-Faculty Center. She is responsible for residence hall matters such as staff, room assignments and room changes and she assists with freshman orientation. The regular calendar of College activities is published in the Office of Student Affairs.

OFFICE OF EVALUATION SERVICES

This office undertakes that research which is needed from time to time for the evaluation of College programs or for the making of certain institutional decisions. It administers all programs of institutional testing and conducts general surveys. The office also collects study abroad information which it makes available to students and administers the study abroad program procedures for the Committee on Study Abroad.

CAREER COUNSELING

Career counseling and placement services are available to Chatham students who are making career decisions and attempting to find employment. A vocational library contains information about career opportunities and fields of particular interest to women. Conferences are scheduled on campus with qualified experts in various fields. Seniors may schedule interviews with prospective employers on campus. Current information concerning summer employment and part-time work is available to students.

Service in locating employment is also extended to alumnae. Their credential files are compiled and maintained in a central office.

The Director of the Pittsburgh-Chatham Program supplements these activities by helping to identify job and career opportunities in Pittsburgh area agencies and services.

Admission

Chatham's academic program is described on pages 1-14. In keeping with its academic emphasis, the College seeks to enroll competent and highly motivated students who have an enthusiasm for learning and the capacity for developing increasing responsibility for their own education and lives. In the process of acquiring and developing the skills and patterns by which they expect to live, students can expect support and advice from highly qualified and creative teachers.

From the total applicant group, the College selects those candidates who show the strongest evidence of these qualities. Evaluation is made on the basis of the candidate's record, recommendations, the interview, and all additional pertinent information made available by the candidate and/or the high school. In the process of selection the College also endeavors to enroll students representing a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—and having diverse interests and talents in both academic and creative areas.

The student's high school program should show an emphasis in English, foreign languages, history and social sciences, mathematics and science. This emphasis does not necessarily mean uniformity, either in subjects studied or in the number of units in any subject, nor should it exclude other elective courses such as art, music, and drama.

The student should keep in mind that her course selection should prepare her to do successful college work, not merely gain admission to college. Her records should indicate that she has taken advantage of the opportunities made available to her and that she will continue to do so.

The requirement of College Board entrance examinations was suspended at Chatham for an experimental three-year period, beginning in 1971. This is the student's guarantee that all of her other records, including her written statement on her application, will receive closest attention. The College believes that too much stress is placed on College

Board scores at the present time and that the scores do not necessarily reflect fairly the ability or motivation of a potentially successful student.

Candidates may submit test results (College Boards, American College Testing, etc.) if they believe the information will be helpful to the Committee on Admission. Prior to enrollment, but *after* admission decisions are made, all new students will be requested to submit results of the College Entrance Examination Board Scholastic Aptitude Test taken during the junior or senior years. These scores will be used for study purposes by the Office of Evaluation Services during the experimental period.

ADMISSION PROCEDURE FOR FRESHMEN

The admission procedure is a cooperative one between the student and the College. Upon the completion of the procedure, each party should have gained sufficient knowledge to make a reasonable and informed evaluation of the other. The College believes that its responsibility is to share with the applicant as much information as possible regarding academic programs, campus activities, and student life; the applicant's responsibility is to provide the required supporting credentials for her application and to keep the College advised of information which will be helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

The procedures for making application for admission are as follows:

1. File an application for admission with the Admissions Office, together with a non-refundable $20.00 processing fee. The application form may be obtained by writing to the Admissions Office. The fee may be waived in cases of extreme financial hardship. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Early application is advisable to assure prompt completion of all preliminary arrangements and credentials. The date of application is not considered in the selection of candidates, but Freshman Seminar and dormitory assignments are made according to the date on which applications are received. To be assured of full consideration and space in class and dormitory, candidates should apply before March 1 for fall entrance and before December 15 for February entrance.

2. (Optional, but strongly recommended.) Arrange to visit the campus and have a personal interview. An interview and campus visit are not required but are recommended for each prospective student before or after filing an application. The College welcomes prospective students and their families. The best way for a prospective student to become acquainted with Chatham is by touring the campus with a student guide, talking with students, faculty and staff, and observing one or more classes if time and circumstances permit. Every effort will be made to arrange at least one class visit for student visitors, Monday through Friday, if requested. There are no classes on Saturday.

The Admissions Office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12 noon from September to June. During the summer months, the office is not open on Saturdays. In order that students may talk with an admissions counselor or faculty members and have an opportunity to tour the campus with a student guide, *visitors are urged to make an appointment in advance with the Admissions Office*. In the event a student cannot come to the campus, she is encouraged to take the initiative to arrange for an interview with an Alumnae Representative (see pages 162-166 for names and addresses of Alumnae Representatives).

Upon receipt of the application, the College will provide the applicant with transcript and recommendation forms to be completed and returned to the College by her principal/counselor and two teachers best qualified to judge her academic ability and motivation. It is preferred but not required that one of the recommendations be from an English or foreign language teacher. This preference is expressed in view of the concern of the Chatham faculty regarding students' precise and logical use of language(s) coupled with the recent suspension of the College Board Scholastic Aptitude Test and English Achievement Test from the admission requirements. If a candidate so desires, she may request an individual with whom she has worked closely on a project or program in or out of school to submit a fourth recommendation in her behalf.

The applicant's credentials will be presented to the Admissions Committee for its decision in March. The majority of applicants will be considered by the Committee on Admission at the regular spring meetings. At this time, additional data including the record for the first semester of the senior year will be on file. The decision will be mailed to the applicant early in April. Accepted applicants are asked to reply by May 1.

TWO EARLY DECISION PLANS

The Early Decision on Admission Plan at Chatham is a *first choice* plan and is designed to give assurance early in the senior year in high school to qualified students whose firm first choice is Chatham. While it is possible for the candidate to initiate other applications for admission elsewhere if she wishes to do so during the waiting period, the candidate agrees that upon acceptance and notification of financial aid, if that is needed, she will withdraw other applications.

There are *two* time schedules for Early Decision Admission candidates. Applicants who apply before November 1 of the senior year and whose credentials include her records through junior year and counselor's and teacher's recommendations may be granted admission and so notified as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission in early February. Financial aid will be granted to accepted Early Decision applicants who qualify on the basis of financial aid; decisions about aid will be announced simultaneously with decisions on admission.

For detailed information concerning the two Early Decision Admission plans, write to the Admissions Office.

EARLY ADMISSION

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have completed all except one year in high school and have valid reasons for wishing to accelerate may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates, however, and they are required to come to the campus for informal conversations with a member of the admissions staff, a faculty member and a student member of the Admissions Committee.

INFORMATION CONCERNING ADVANCED PLACEMENT PROGRAM

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement examinations of the College Board. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations; fulfillment of some introductory prerequisite courses is granted whenever appropriate for grades 3, 4, or 5.

Candidates for freshman admission who have completed satisfactorily college level courses at accredited institutions of higher education prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

ADMISSION PROCEDURE FOR TRANSFERS

Chatham welcomes the opportunity to discuss future education plans with transfer candidates including junior college and community college graduates. Students from accredited colleges may be admitted to advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level. Liberal arts courses in which the final grades are C, or higher, are transferable. Non-graded courses (e.g., pass/fail) will be evaluated for transfer in terms of their local definitions. Credits for incoming transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours they should first be converted to semester hours by multiplying them by two-thirds.

Applicants for admission to Chatham from non-accredited or newly founded institutions which have not yet been awarded full accreditation, and applicants who wish to apply after extended absence from college study, should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham, should be taken. The examination results along with the applicant's previous school and college records will be used in making a final decision.

Qualified adults who may never have taken any college level courses for credit and who wish to demonstrate their eligibility for admission with advanced standing should take the College-Level General Examination as an initial step in planning for college. Such persons are encouraged to arrange an appointment through the Admissions Office to discuss their plans.

Students considering transfer to Chatham College for September, January, or February entrance are encouraged to familiarize themselves with the academic program and graduation requirements, and to consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should follow the procedure outlined below:

1. File an application on a form obtained from the Admissions Office and attach a statement giving the reason for leaving the present college and the reason for choosing Chatham. A processing fee of $20.00, which is non-refundable, must be enclosed.
2. Request the college or colleges previously attended to send an official transcript of the work taken up to the time of making application to Chatham.
3. Send a marked copy of the catalogue of the college or colleges previously attended and indicate the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of any Advanced Placement Examination Reports or College-Level Examination Program test results which may have been taken either prior to or during attendance at the present college. No new entrance examinations are required unless specifically requested by Chatham.
5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
6. At the close of the semester, just prior to entrance, request the college from which the student is transferring to send a final and complete transcript of record.

See page 141 for information concerning financial aid for transfer students.

ADMISSION PROCEDURE FOR PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Women who are or are not candidates for bachelor degrees, those who may have earned degrees but wish to update their major fields, achieve teacher certification, or explore new interests, and those whose education was interrupted or postponed, may be admitted on a part-time basis to classes in which there is space available and for which their educational background and experience qualify them. Such highly motivated persons are encouraged to apply and observe the following procedures:

1. Arrange for a personal interview through the Admissions Office.
2. File an application for admission with the Admissions Office. A processing fee of $20.00 which is not refundable must be enclosed.
3. Submit transcripts from any college(s) attended as well as from high school.

Part-time students may carry a maximum of two courses each term. A minimum of a C average must be achieved for the first term in order to be eligible to continue for a second term. A part-time student may later petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective. Fees for part-time students are listed on page 134.

READMISSION

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 129) and arrange for a personal interview with the Provost or Assistant Provost. Completed applications with processing fee of $20.00 should be directed to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. Such applications normally are acted upon with those of students new to the College by the Committee on Admission; however, preference is given to former students.

FOREIGN STUDENTS

Every year Chatham welcomes a small number of foreign students. In recent years these students have come from England, France, Hong Kong, Indonesia, Italy, Kenya, Pakistan, Sweden, Switzerland and Uganda. Some enrolled independently and others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College or the Institute no later than January 15 preceding the fall in which they wish to enroll.

Evidence of competence in use of the English language is required as a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room and board.

Financial Procedures

CHARGES AND EXPENSES

Since the College *Bulletin* is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are currently applicable. Each student actually pays only 55 percent of the cost of her Chatham education. Private gifts and income from endowment, therefore, must meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are encouraged to do so.

FEES

Application for admission	$20.00

The application fee is not refundable (see page 126) and is not credited on any College bill.

Deposit	$50.00

Required of newly registered students and due in September. Refundable upon graduation or withdrawal (see page 135).

RESIDENT STUDENTS

Charges for resident students for the year:

Tuition	$2250.00
Room and Board	1325.00
Student Activities Fee	60.00
	$3635.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1755.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1730.00
	$3635.00

COMMUTING STUDENTS

Charges for commuting students for the year:

Tuition	$2250.00
Student Activities Fee	60.00
	$2310.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1080.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1080.00
	$2310.00

If financial aid is granted, one-half of the amount of the grant and loan should be deducted from the July payment and the balance from the January payment. Earnings from work are paid monthly directly to the student.

A part-time student is one who takes fewer than three course units. Such students are charged at the rate of $250.00 per course unit. A student taking as few as three and as many as four and one-half course units in a term will be classified as a full-time student and will be charged full tuition.

An advance payment of $150.00 for all returning students, both resident and commuting, must be paid by April 20. This payment is not ordinarily refundable except to students not eligible to return because of academic failure, but it is applied to the charges of the academic year. This advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has an obligation to open the opportunity to another qualified student. Late registrants pay a $25.00 fee.

In addition, a one-time deposit of $50.00 must be paid by newly registered students on or before the opening of their first term. This amount, less any bills due the College, will be refunded upon graduation or upon withdrawal.

The Student Activities Fee has been established by the Chatham Student Government and entitles each student to all student publications, admission to the College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and the Chatham Student Government.

Day students have voted to assess themselves a nominal fee of $10 per academic year, due and payable with their first term bill, to help defray costs of their campus social and overnight quarters.

PROGRAM OVERLOAD FEE

Students who exceed the normal term program by the addition of a fifth full course are charged for the additional course at the rate of $250.00 per course unit. Bills will be issued following the terminal date for course changes.

SENIOR *IN ABSENTIA* FEE

When permission is granted under some emergency situation to a senior to complete all or a portion of her senior year requirement *in absentia,* she will be charged a $250.00 fee. This fee will be waived if during the *in absentia* period the student is enrolled in and paying for the tutorial.

APPLIED MUSIC FEES

Private instruction in piano, organ, voice, violin, per term:

One hour lesson per week (one course unit)	$150.00
One-half hour lesson per week (one-half course unit)	$ 75.00

For lessons in other instruments not specified, arrangements may be made with the chairman of the Music Department.

For students majoring in music, four course units of applied music may be taken in the junior and senior years without fee. All music fees are covered in the scholarships of Minna Kaufmann-Ruud Scholars.

APPLIED ART FEES

There is a $25.00 fee for supplies for students enrolled in the Art Department's Ceramics and Three-Dimensional Studio courses.

SPECIAL INTERIM COURSE FEES

There is no additional tuition, room or board cost to regularly enrolled full-time students for Interim courses available on campus, except in a few instances for special supplies. Some Interim courses may involve additional costs for travel.

Students visiting Chatham during the Interim on the basis of a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been established between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one exchange for a student. There will be an $85.00 comprehensive charge, which will cover room and board costs. A refundable $15.00 deposit will also be required. In the absence of exchange agreements, visiting students will pay at the rate of $250.00 per course and, if they wish to live on campus, a room and board charge of $160.00.

MEDICAL FEES

Students are required to have health and accident insurance and are responsible for making their own arrangements for such coverage. The College has planned for such insurance with the Continental Casualty Company whose program is so comprehensive that the College strongly recommends it. The fee for the program is $36.00 for 12 months. Questions pertaining to the medical insurance program should be directed to the Treasurer. Students file claims directly with the insurance agent. Alternative insurance plans will be accepted provided they offer equivalent benefits.

Provision for seven days of care in the College infirmary is included in the resident student's fees. There is a charge of $6.00 for additional days in the infirmary. A charge is made for medicine if a special prescription is required. The College physician charges the student for a portion of his services and the College bills the student. (See page 123, Medical Services.)

EXAMINATION FEES

A student who fails to take any examination that the College requires at the regularly scheduled time must pay a late examination fee of $10.00. While the College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham, when it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

CARE OF PROPERTY

Damage to or loss of College property will be charged to the student who is responsible.

REFUNDS

When the College receives formal notification of the withdrawal of a student prior to July 15 preceding the opening of the academic year, all previous payments of tuition, room and board for the year in question (excluding the $150.00 deposit) will be refunded. When notification is received prior to the first day of classes, 90 percent of tuition, board and room fees will be returned, and when notification has been received by the College prior to the fourth week of classes, 50 percent of tuition and a prorated board charge will be refunded. After the fourth week of classes no refunds will be made.

No refunds of any kind are granted to students who do not participate in the Interim. For those who do enroll in Chatham Interim courses which are conducted elsewhere, a $40.00 board allowance will be credited towards the semi-annual charge. If absence does not span the whole Interim, some prorated amount will be credited. No credit will be granted unless absence amounts to three or more days.

The official withdrawal date for the purpose of computing a refund will be the date on which the Office of Student Affairs receives written notification of withdrawal from parents, guardians or the student involved.

Questions concerning this policy should be addressed to the College Business Office.

PAYMENT OF EXPENSES

Statements of accounts are mailed to the parents or guardian of the student one month before the due date. Checks should be made payable to Chatham College and addressed to the Treasurer.

Payments must be made by due date. Unpaid accounts are charged one-half of one percent monthly on the unpaid balance. No exception will be made without written permission from the Treasurer of the College.

A student may not be graduated, receive honorable dismissal, grades, or a transcript of her College work until all accounts with the College have been settled.

Charges for students entering at mid-year, whether before or after the Interim, will be one-half the stated rates for the College year. Full-time seniors whom the Registrar certifies as attending only one term, or one term and the Interim, for the purpose of completing final degree requirements will pay half the annual charges.

Statements showing charges for bookstore purchases, infirmary bills, guest charges, etc., are given to students at the end of each month and payment is due in 30 days. Charging privileges are withdrawn if the account is delinquent.

BUDGET PLANS

Some parents prefer to pay tuition and other college fees in equal monthly installments during the year. This convenience is available through local banks or the Insured Tuition Payment Plan.

Information concerning these programs is available upon request to the Treasurer. Requests should be made and forms completed prior to registration.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for aid are: financial need, academic achievement to expected level of individual ability, good work performance, and contribution to the community. Financial aid awards range from $100 to $3800 per year.

Three kinds of financial aid are offered to students with need: grant, work, and loan. A grant is awarded only in conjunction with work, and in most cases with a loan. A student works approximately six hours a week for a $270 award and nine hours a week for a $400 award.

Loans are available from two sources, the National Defense Student Loan Program and the Chatham College Loan Fund. From the National Defense Program, a student may borrow up to $1000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at three percent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the United States Armed Forces, the loan plus interest is canceled at the rate of ten percent for each year of teaching service up to 50 percent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America. It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

For specific approved elementary or secondary schools with a high concentration of students from low income families, a borrower may cancel 15 percent of her loan and interest to a maximum of 100 percent.

In the Chatham Loan Program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of three percent and must be completed within three years. In both programs monthly repayments are made to Chatham College. A schedule of repayments should be arranged before the borrower leaves Chatham College.

Financial Aid for Freshmen

Financial aid for freshmen is awarded on the basis of financial need, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application fee to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR TRANSFERS

Students who enter Chatham having completed a two-year liberal arts transfer program at a junior or community college are eligible for financial aid as described for freshmen. All other students entering Chatham with advanced standing are eligible for financial aid in the form of loan and work only. After one year at Chatham, all students are eligible to apply for scholarship grants as well as work and loan awards.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for her own education by an increase in self-help: work and/or loan.

All financial aid awards are reviewed each year upon reapplication by the student, and are renewed if she meets the financial aid criteria of financial need, fulfilling her work commitment, contributing to the community and meeting the academic criterion.

A student's academic eligibility is based on her individual ability and achievement. If a student falls below her expected achievement, there will be a change in her financial aid, depending on her total college performance. She might get more self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships contributed by individuals, groups, and foundations are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

SPECIAL CRITERIA PROGRAMS

COLLEGE WORK-STUDY, a federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

Special Criteria Scholarships

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training and other expenses. The amount of the scholarships may range from $100 to $1000.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The Foundation awards are for West Virginia residents only.

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Rachele, Maragliano Mori, Virgilio Mortari.

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Barbara J. Ford . . . . Art
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✓ Earl L. Harris . . . . Sociology
B.S., Howard University; Ju.D., University of Pittsburgh. Spring

Carolyn Howe . . . . Education
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✓ Robert Johnson . . . . Dance
Student of Robert Joffery, Nancy Lang, Doris Rudko, William Bales, Jean Leon Destine, Celene Keller, Katherine Dunham.

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DIVISIONAL CHAIRMEN

John W. Cummins	Humanities
James C. Diggory	Social Relationships
W. Dale Richey	Science

Sally Jones - Drama

Alumnae Representatives

Alumnae representatives appointed by the College are in many different geographical areas. These representatives work with the Admissions Office to inform prospective students and their parents about the College, to act as good-will emissaries, and to aid the College in selecting the most desirable applicants. Prospective students are encouraged to meet their area representative.

ARIZONA: Mrs. Arthur P. Dansak (Barbara Hoge '49); 2124 East Solano Drive, Phoenix, Arizona 85016

CALIFORNIA: Mrs. Jack H. Samson, Jr. (Mary Singer '42); 512 Vaquero Road, Arcadia, California 91007
Mrs. Orville Recht (Nancy Levendorf '60); 3120 San Juan Drive, Fullerton, California 92632
Mrs. Philip Ruben (Elaine Kessler '62); 840 South Holt Avenue, Los Angeles, California 90035
Mrs. Dennis R. Cash (Patricia Elio '68); 448 Estado Way, Novato, California 94947

COLORADO: Miss Doris A. Damour ('65); 550 East Third Avenue, #203, Denver, Colorado 80203

CONNECTICUT: Mrs. Alfred C. Maynard (Carol Diane Pike '63); 92 Meadowgate St., Wethersfield, Connecticut 06109
Mrs. Peter J. McCallion (Doe Adamson '66); 223 Brittany Farms Road, New Britain, Conn. 06050
Mrs. Robert H. Russell, Jr. (Carol Moran '58); 15 Hemmelskamp Road, Wilton, Conn. 06897

DELAWARE: Mrs. Ronald J. Thoman (Nancy Knuth '58); 281 Kennedy Road, Talleybrook, Wilmington, Delaware 19803

FLORIDA: Mrs. W. Dick Stambaugh (Rose Hollingsworth '34); 4930 9th Avenue South, St. Petersburg, Florida 33707

GEORGIA: Mrs. Harry P. Hopkins, Jr. (Jane Chittendon '62); 521 Emory Circle, N.E., Atlanta, Georgia 30307

ILLINOIS: Mrs. Louis Skidmore, Jr. (Margaret Cooke '60); 2230 Lincoln Park West, Chicago, Illinois 60614

Mrs. Joseph Fell (Mary Loughran '62); 1224 Cherry, Winnetka, Illinois 60093

INDIANA: Mrs. Charles N. Strotz (Margery Hamilton '50); 8234-A Ravinia Road, Fort Wayne, Indiana 46805

KANSAS: Mrs. R. R. Schneider (Sallie McQuiston '59); 8100 West 72nd Street, Overland Park, Kansas 66204

KENTUCKY: Mrs. Julius M. Steiner (Sherry Handsman '70); 308 Ridgedale Road, Louisville, Ky. 40206

LOUISIANA: Mrs. Charles E. Caple (Marianne Byrn '61); 4605 Wade Drive, Metairie, La. 70003

MAINE: Mrs. Edward R. Nelson (Ruth Clark '40); 222 Bradley Street, Portland, Maine 04103

MARYLAND: Mrs. Roy Kinard (Naomi Garlick '49); 6 Randall Court, Annapolis, Md. 21401

Mrs. W. Bruce Douglas (Joy Wilson '48); 1607 Holland Street, Cumberland, Maryland 21502

Miss Toba Schwaber ('64); 3412 Janellen Drive, Baltimore, Maryland 21206

MASSACHUSETTS: Miss Sharon F. Smith ('66); 223 Pearl Street, Somerville, Massachusetts 02143

Mrs. Frederick G. Walther (Jo Ann Eustace '67); 86 Henry Street, Cambridge, Mass. 02139

Mrs. John M. Lewis (Arlene Sinkus '61); 16 Autumn Circle, Hingham, Mass. 02043
Mrs. Thomas M. Roberts (Marjorie Friday '66); 49 Washington Street, Marblehead, Mass. 01945
Mrs. James K. Coen (Susan Rockwell '63); 9 Griffith Road, Westover AFB, Massachusetts 01022

MICHIGAN: Mrs. Obie N. Newman (Peggy Burgette '58); 15399 Ohio, Detroit, Mich. 48238
Mrs. Frederick J. Libbing (Jane Hardiman '62); 979 Penniman St., Plymouth, Michigan 48170

MINNESOTA: Mrs. Ronald M. Hays (Inna Komarnitsky '58); 5857 Creek Valley Road, Minneapolis, Minnesota 55435

NEW JERSEY: Mrs. Anthony Robbi (Glorianne Hubert '61); Hopewell-Woodville Road, R.D. 1, Hopewell, New Jersey 08525
Mrs. William A. Hansen (Anne E. Braddon '52); 623 Winthrop Road, Teaneck, New Jersey 07666
Mrs. Raymond V. Stark (Rosemary Leet '58): 37 Ferncliff Road, Morris Plains, New Jersey 07950
Mrs. Harold R. Cohen (Karen Batt '62); 167 Rector Street, Perth Amboy, New Jersey 08861

NEW YORK: Mrs. Ralph H. Roberts, Jr. (Mary Booth Fassett '61); 67 Larchmont Road, Elmira, New York 14905
Mrs. Nicholas F. Cuneo (Caroline Mapp '56); 35 Amherst Road, Port Washington, L.I., New York 11050
Mrs. Paul F. Lohmeyer (Martha McCullough '44); 33 Crows Nest Road, Bronxville, New York 10708
Mrs. Edward Loyd (Pat Kappel '58); 8 Ivy Place, Huntington, L. I., New York 11743
Mrs. Robert Porper (Dorothy Cohn '64); 300 Central Park Avenue, Hartsdale, New York 10530

Mrs. William P. Petro (Carol Smith '60); 171 Halwill Drive, Snyder, New York 14226
Mrs. Donald Tritschler (Marigolden Guest '51); 37 Fifth Avenue, Saratoga Springs, New York 12866
Mrs. Lee G. Brinker (Janet Riddle '38); 12 Nelson Street, Cazenovia, New York 13035
Mrs. Timothy F. Little (Harriet Bass '64); 156 Greenhouse Trail, Henrietta, New York 14467

OHIO: Mrs. Geoffrey Loving (Deborah Grey '70); 42 Marvin Avenue, Akron, Ohio 44302
Mrs. Samuel H. Cupps (Carol Early '66); 3556 Queenswood Blvd., Toledo, Ohio 43606
Mrs. William D. Inglis (Laura Hammer '54); 4305 Lyon Drive, Columbus, Ohio 43220
Mrs. Larry Porter (Arleen Boyda '60); 321 Witherby Drive, Kettering, Ohio 45429
Mrs. Daniel Wolboldt (Penny Barley '65); 2451 Struhar Drive, Apt. 3, Rocky River, Ohio 44116
Mrs. Carl W. Groppe (Mary Jo Mckee '56); 2682 Belvoir Blvd., Shaker Heights, Ohio 44122

OREGON: Mrs. William G. Rohlffs (Emelyn Taylor '27); 2670 S.W. Corona Avenue, Portland, Oregon 97219

PENNSYLVANIA: Mrs. J. Stewart Urban (Anne Reynolds '58); 504 Howe Road, Merion Station, Pa. 19066
Mrs. Sanford F. Catz (Phyllis Fox '64); 309 Llewellyn Road, Ambler, Pa. 19002
Mrs. James Titelman (Barbara Maloy '54); Upper Brush Mountain Road, Hollidaysburg, Pennsylvania 16648
Mrs. Alexander V. Stoycos (Patricia Ross '60); 727 Farmingdale Road, Lancaster, Pennsylvania 17603
Mrs. Victor Morrison (Barbara Berg '58); 4105 Ridgeview Road, Harrisburg, Pa. 17112
Mrs. Anthony Stavros (Linda Hauser '67); 541 First Avenue, Bethlehem, Pennsylvania 18018

Mrs. William Anderson (Cora Davis '50); 5302 Wolf Road, Erie, Pennsylvania 16505

Mrs. Bernard H. Berman (Martha Yorkin '46); 685 North Wade Avenue, Washington, Pennsylvania 15301

Mrs. C. Edward Mitchell (Jo Messersmith '67); 1325 Soangler's Mill Road, Camp Hill, Pa. 17011

RHODE ISLAND: Mrs. Christopher H. Taylor (Virginia Allen '70); 468 Fruit Hill Avenue, Providence, Rhode Island 02911

VIRGINIA: Mrs. Robert W. Harris (Barbara Whiteside '50); 2203 Forest Hill Road, Alexandria, Virginia 22307

Mrs. Lester A. Wilson, Jr. (Lillian McFetridge '39); 1915 Meadowbrook Road, Charlottesville, Virginia 22901

Mrs. Joseph L. Antrim, III (Zadie Dotts '67); 504 N. Meadowcroft Street, Richmond, Virginia 23220

Mrs. J. D. Heckman (Susan Coleman '66); 2653 Barracks Road, Apt. E, Charlottesville, Virginia 22901

WASHINGTON: Mrs. Michael C. Casey (Bonnie Taschler '64); 1772 Alki Avenue, S.W., Seattle, Washington 98116

WASHINGTON, D.C.: Miss Martha L. Wilson ('65); 2723 O Street, N.W., Washington, D.C. 20007

WEST VIRGINIA: Mrs. John W. Hendrickson (Betty Fleck '47); 175 Ridgeway Drive, Bridgeport, West Virginia 26330

Mrs. Russell J. Grant (Ruth Laird '44); Route 6, Sagamore Hill, Parkersburg, West Virginia 26101

The Location

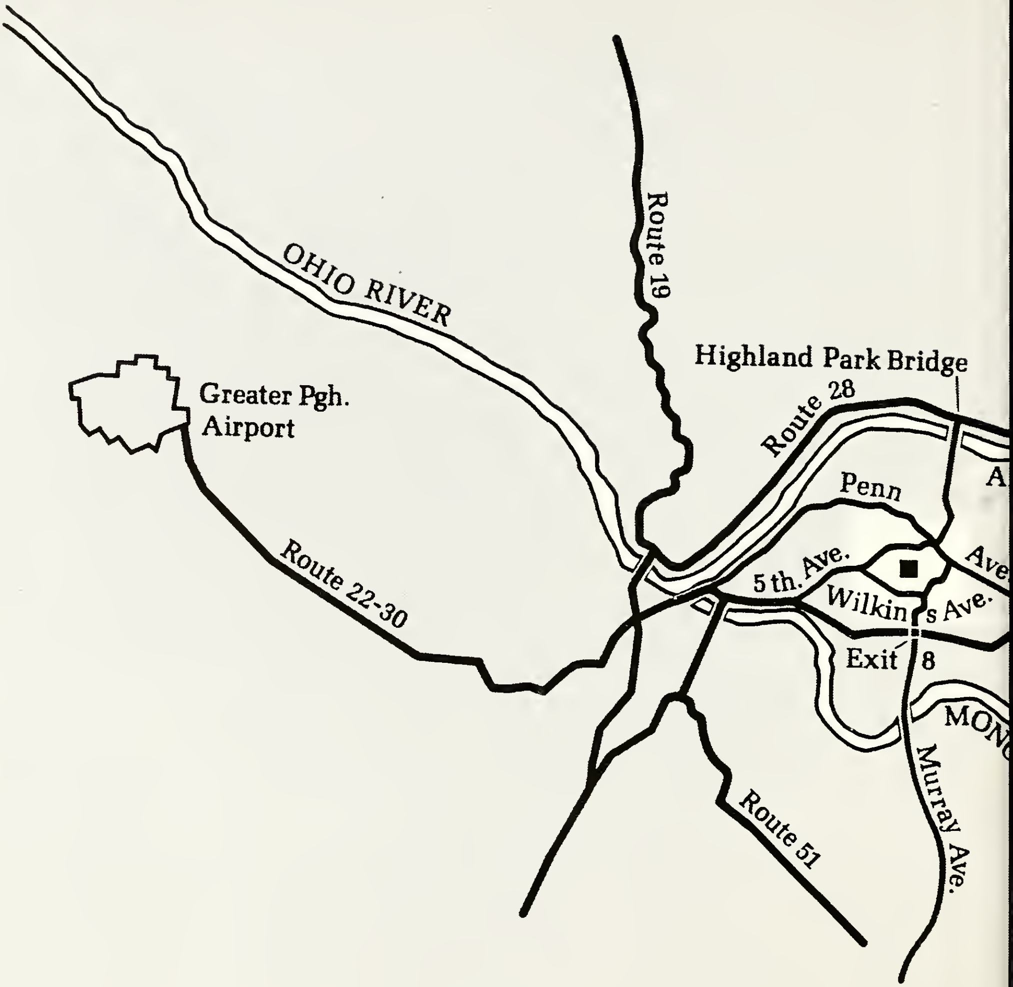
HOW TO GET TO CHATHAM COLLEGE

The College campus is within a 20 minute taxicab ride from downtown Pittsburgh and the railway station, and approximately 40 minutes from the airport. An hour should be allowed if visitors plan to utilize the downtown or Oakland limousine service from the airport.

The Greater Pittsburgh Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. The airlines estimate flight time between Pittsburgh and Boston, Chicago, New York City and Washington, D.C. to be 1½ hours or less.

Drivers to the campus from the east and west are advised to exit the Pennsylvania Turnpike at Pittsburgh Interchange # 6 and follow Interstate 76 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the tunnel at Squirrel Hill Exit # 8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (Routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit # 8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road.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Highland Park Bridge
Route 28
Greater Pgh.
Airport
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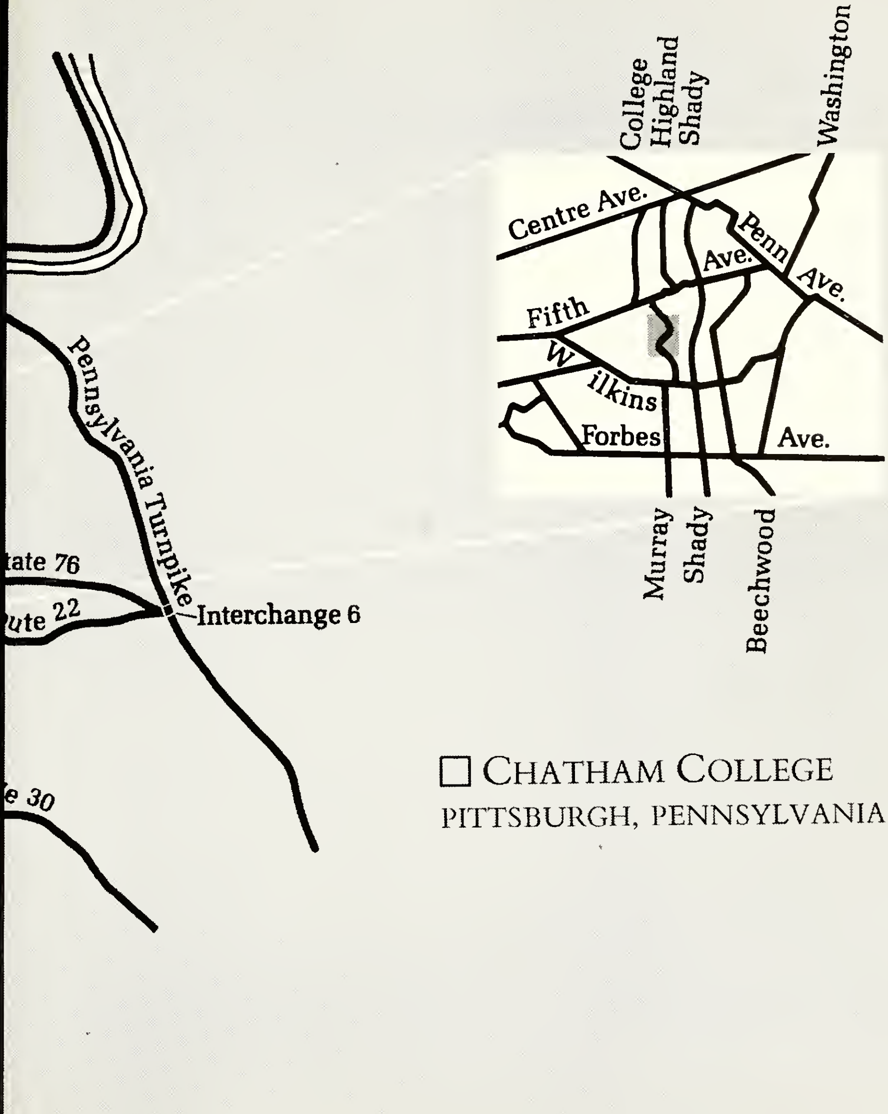
Wilkins Ave.
Exit 8
MON
Route 22-30
Route 51
Murray Ave.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☐ CHATHAM COLLEGE
PITTSBURGH, PENNSYLVANIA

Index

Academic advising, 17-18
Academic credit, 19
Academic procedures, 19-25
Academic program, 1-14
Academic standing, student, 21
Activities, student, 118-120
Administration, 148
  academic, 148-149
Admission, 125-132
  Advanced Placement Program, 129
  Alumnae Representatives, 162-166
  application fee, 126, 130, 133
  Early Admission, 128-129
  Early Decision Plans, 128
  entrance examinations, suspension of, 125-126
  foreign students, 132
  procedures for freshmen, 126-128
  procedures for part-time, degree and non-degree students, 131-132
  procedures for transfer students, 129-131
  readmission, 132
  staff, 151
Advanced Placement Program of the College Board, 129
Advising, academic, 17-18
Advising week, 18
  dates of, iv, v
Alumnae Representatives, 162-166
American Chemical Society, 118
American Studies, 4
Anthropology, *see* Sociology-Anthropology
Art
  courses, 29-32
  exhibits, 119-121, 122
  faculty, 29
  fees, 136
  studio, 114, 116-117
Arts and Crafts Center, 119-120
Attendance
  absence from final examinations, 23
  classes, 23
  leaves of absence, 24-25
Audio-visual facilities, 114
Auditing of courses, 22
Awards, 21

Bachelor of Arts degree
  requirements for, 2
Bachelor of Science degree
  requirements for, 3

Beatty Hall, 116-117
Benedum (Michael L.) Hall, 114, 116-117
Berry Hall, 116-117
Biology
  courses, 32-36
  faculty, 32
Black Studies Program, 4, 105-109
Board of Trustees, 145-147
Bookstore, 114
Bowling alleys, 114
Braun (Arthur E.) Hall of Administration, 114, 116-117
Budget plans, 139
Buhl (Louise C.) Hall of Science, 114, 116-117
Buildings
  described, 114
  map, 116-117
  number of, 114
Business Services staff, 151-152

Calendar, academic
  1971-72, iv-v
Campus
  described, 113-115
  driving directions to, 167-169
  map, 116-117
Career counseling, 124
Carillonic bells, 114
Carlow College
  cooperative program with, 12
Carnegie Institute, 119
Carnegie Library, 120
Carnegie-Mellon University
  cooperative program with, 11-12
Carson (Rachel) Memorial Reading Room, 114
Chamber Music Society, 119
Chapel, 114
Chatham College
  driving directions to, 167-169
  endowment, 113
  history of, 113
  map of, 116-117
  significance of name, 113
Chatham, Earl of, 113
Chatham Student Government, 118
Chatham Visitors Program, 121-122
Chemistry
  American Chemical Society, 118
  courses, 37-39
  faculty, 37
Chinese, 12
Classrooms, 114
College Board Examinations
  suspension of, 125-126
College Relations staff, 150
Commencement date, v
Communication, written and oral, 2
Commuting students, 118
  fees, 134, 135
Comparative communism
  courses, 12
Contemporary Arts Series, 121

Coolidge (Cora Helen) Hall of
  Humanities, 114, 116-117
Cooperative arrangements with
  other colleges and universities,
    11-12
Coordinator of Student Affairs,
  124, 149
Counseling services, 123-124
Courses of study, 27-109
Course unit, 19, 27
Credit, academic, 19
Cross-college and university
  registration, 11-12, 120
Curriculum, 1-2

Dance, *see* Physical Education
Day students' apartment, 118
Degrees
  granted, 2-3
  requirements for, 2-3
Departmental major, 3
Director of Counseling Services,
  123-124
Dilworth Hall, 114, 116-117
Dining facilities, 114
Dismissals, 25
Dormitories, *see* Residence halls
Drama
  courses, 40-42
  faculty, 40
  productions in Pittsburgh, 119
  special programs, 122
  student productions, 119

Early Admission, 128-129
Early Decision Plans, 128
Economics
  courses, 42-44
  faculty, 42
Education
  courses, 45-49
  faculty, 45
  practice teaching, 120
  State certification, 45
English
  courses, 49-56
  faculty, 49
Enrollment
  size of, 113
  countries represented by, 115
Evaluation Services
  Office of, 124
  staff, 150
Examinations
  absence from final, 23
  Advanced Placement, 129
  College Board,
    suspension of, 125-126
  course exemption and
    credit by, 22
  dates for final, iv, v
  fees, 137
  National Teacher, 45
Expenses
  budget plans, 139
  commuting students, 134, 135
  deposit, 133, 135

  - medical, 137
  - part-time students, 134
  - payment of, 138-139
  - refunds, 138
  - resident students, 133-134
  - room and board, 133
  - schedule of payments, 133
  - student activities fee, 133, 134, 135
  - tuition, 133, 134

- Faculty
  - advisers, 17-18
  - characterized, 115
  - listed, 153-161, *see also* individual departments
  - offices, 114
  - size of, 115
  - Symposium, 8-9
- Failures, 20, 23
- Falk (Laura) Hall of Social Studies, 114, 116-117
- Fees
  - application for admission, 126, 133
  - art, 136
  - course changes, 22
  - day students, 135
  - Interim, 136
  - late examination, 23, 137
  - late registration, 22
  - medical, 137
  - music, 136
  - overload, 135
  - senior *in absentia,* 135
  - student activities, 133, 134, 135
  - transcript, 23
- Fickes Hall, 116-117
- Financial Aid, 139-142
  - Director of, 149
  - for freshmen, 140
  - for transfers, 141
  - for upperclassmen, 141
  - special criteria programs, 141-142
  - special criteria scholarships, 142
- Financial procedures, 133-142
- Foreign languages, study of, 2
- Foreign students, 115, 132
- French, *see* Modern Languages
- Freshman seminars, 8
  - listed, *see* individual departments
- Full-time students, 19, 134

- Gateway House, 116-117
- General Education, 4-5
  - courses, *see* individual departments
- German, *see* Modern Languages
- Grades, 20-21
- Graduation requirements, *see* degree requirements
- Greek, 12
- Gregg House, 116-117
- Grenville House, 116-117

- History
  - courses, 56-62
  - faculty, 56
- History, Chatham College, 113

Honors, 21
Honor Code, 115, 118
Honor societies, 118

In absentia
  seniors, 135
  students, 25
  study, 19
Independent study, 9-10
Infirmary (Lindsay Hall), 116-117, 123, 137
Interdepartmental major, 3
Interim, 5-8
  courses, 6-7, *see also* individual departments
  dates, v
  fees, 136
  registration date, iv
  study abroad, 13
International Exhibition of Contemporary Art, 119
International Semester, 14
International Studies Program, 12
Italian, *see* Modern Languages

Junior year abroad, 13

Laboratories, 114
Latin, 12
Laughlin (Marjory Rea) House, 114, 116-117
Leaves of absence, 24-25
  medical, 24
  other, 25
  voluntary, 24-25
Lecture Hall, Earl K. Wallace, 114
Library, Carnegie, 120
Library, James Laughlin Memorial, 116-117
  described, 114
  staff, 151
Library, Jennie King Mellon
  described, 114
  site of, 116-117
Lindsay Hall (Infirmary), 116-117, 123, 137
Loans, student, 139-140
Lodge, The, 116-117

Major options, 3-4
  departmental, 3
  interdepartmental, 3
  non-major, 3
  problem, area, multidisciplinary, 3-4
  requirements, *see* individual departments
Mathematics
  courses, 63-66
  faculty, 63
Medical
  fees, 123, 137
  leave of absence, 24
  services, 123
  staff, 152

Mellon (Andrew W.) Hall, 114, 116-117
Modern Languages
  courses, 66-76
  faculty, 66
Moeller organ, 114
Mortar Board, 118
Multidisciplinary major, 3-4
Music
  courses, 76-80
  faculty, 76
  fees, 136
  groups, 119
  in Pittsburgh, 119
  private lessons, 80
  special programs, 122
Music Center, 116-117

National Teacher Examinations, 45
Non-degree students, admission procedure for, 131-132
Non-major, 3
Nurse, resident, 123

Off-campus residence, 118
Opera, Pittsburgh, 119
Overload fee, 135

Part-time students
  admission procedures for, 131-132
  fees, 134
Pass-fail option, 20-21
Payment of expenses, 138-139
Pelletreau Hall, 114, 116-117
Pennsylvania College for Women, 113
Pennsylvania Female College, 113
Personnel, 145-161
Perspectives Series, 121
Phi Beta Kappa, 118
Philosophy
  courses, 80-86
  faculty, 80
Physical Education
  activities, 119
  courses, 86-88
  facilities, 114, 116-117, 119
  faculty, 86
Physicians, 123, 137, 152
Physics, *see* Mathematics
Pitt, William (Earl of Chatham), 113
Pittsburgh-Chatham Program, 10
Pittsburgh community, 119-120
Pittsburgh Council on Higher Education, 11
Pittsburgh Plan for Art, 120
Playhouse, Pittsburgh, 119, 120
Political Science
  courses, 89-93
  faculty, 89
  Practical Politics Program, 121
  Washington, D. C. Semester, 14
Post office, 114
Practice teaching, 120
Pre-law, 4

Pre-medicine, 4
Probation, academic, 21
Programs, special public
  described, 120-121
  in recent years, 121-123
Property, care of, 137
Psychiatrist, consulting, 123-124, 152
Psychology
  courses, 94-99
  faculty, 94
Publications, student, 118-119

Rea (Julia and James) House, 114, 116-117
Reading Room, Rachel Carson Memorial, 114
Readmission, application for, 132
Recreation
  Chatham Recreation Association, 119
  facilities, 114, 116-117
  field, 114, 116-117
Refunds, 138
Registration for courses, 22-23
  dates of, iv
  freshman registration, iv, 17
  transfers, iv
Religion, *see* Philosophy and Religion
Residence halls, 116-117
  described, 114, 118
  head residents, 118, 149-150
  visiting hours, 118
Room and board expenses, 133
Russian, *see* Modern Languages

Scholarships, 141, 142
Scholastic Aptitude and Achievement
  Tests, suspension of, 125-126
Snack bar, 114
Sociology and Anthropology
  courses, 99-105
  faculty, 99
Spanish, *see* Modern Languages
Spencer (Mary Acheson) House, 116-117
Sports, 119
Students
  campus life, 115, 118, 119
  characterized, 115
  countries represented by, 115
  participation in Pittsburgh life, 119-120
Student Affairs, Coordinator of, 124, 149
Student activities fee, 133, 134, 135
Student-Faculty Center, 114
Student Services staff, 149-150
Study abroad, 13
Summer study, 13
Swimming pool, 114
Symphony Orchestra, Pittsburgh, 119

Teaching certificate, 45
Tennis courts, 114, 116-117
Term of study, 19
Transcripts, 23
Transfer students
  admission procedures, 129-131
  conversion of credit for, 129-130
  financial aid, 141
Tuition, 133, 134
Tutorial, 4

University of Pittsburgh
  cooperative program with, 12
Urban Semester, 14

Vacation dates, iv-v
Visiting scholars and lecturers, 115, 121-123
Vocational library, 124
Voluntary leave of absence, 24-25

Washington, D. C. Semester, 14
Withdrawal from college, 24, 138
Woodland Hall, 114, 116-117

Yoruba, *see* Modern Languages

Chatham College Bulletin

1972-73

Pittsburgh, Pennsylvania 15232

Academic Calendar iv
Academic Program 1
Academic Advising 17
Academic Procedures 19
Courses of Study 27
The College 115
Admission 127
Financial Procedures 135
Personnel 147
Alumnae Representatives 163
The Location 169
Index 173

Academic Calendar *1972-1973*

Freshmen and transfers arrive	Monday, August 28
Freshman orientation	Tuesday, August 29
Upperclass students arrive	Wednesday, August 30
*Classes begin	Thursday, August 31 (Classes will be held as usual on Labor Day)
Freshmen and transfer students register	Monday, September 4
Long weekend	Friday, October 13 through Sunday, October 15
Advising week	Monday, November 13 through Friday, November 17
Reading period and Thanksgiving recess	Saturday, November 18 through Sunday, November 26
Interim and second term registration	Monday, November 27 through Tuesday, November 28
Last class of fall term	Friday, December 8
Final examination reading period	Saturday, December 9 through Monday, December 11

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*Beginning August 31, Freshmen attend classes of their choice in order to determine their final registration selections on September 4. This does not include Freshman Seminars.

Final examinations	Tuesday, December 12 through Friday, December 15
Winter vacation	Saturday, December 16 through Tuesday, January 2
Interim period	Wednesday, January 3 through Tuesday, January 30
Interim break	Wednesday, January 31 through Sunday, February 4
Spring term begins	Monday, February 5
Spring vacation	Saturday, March 17 through Sunday, April 1
Advising week	Monday, April 23 through Friday, April 27
Last class of spring term	Friday, May 18
Final examinations	Monday, May 21 through Thursday, May 24
Commencement	Friday, May 25

The Academic Program

Chatham College enters its second century of education recognizing that there is a new student, a woman who is prepared to make increasing demands of herself and of the college in which she has chosen to live and work. She is a student eager to learn in a consistent relationship with a faculty eager to teach. She accepts responsibility for her sense of what is important and is prepared to join in a faculty-student relationship to choose the best educational program her expectations of herself and of the College require.

In recognition of this new student, Chatham has adopted an academic program which frees the student from traditional curricular requirements and gives her the responsibility of designing the course of study which best fulfills her personal educational interests and abilities. Such an approach is possible only in a college like Chatham.

THE CURRICULUM

The structure of the curriculum is predicated upon recognition of the individuality of both faculty and students and the assumption of high levels of academic aspiration for all. Chatham College acknowledges that all individuals do not have the same educational goals, nor wish to learn in the same manner, and offers, therefore, to each student the opportunity to realize her own academic potential, by enabling her to choose, with the aid of a strong advisory program, that curricular program which is educationally best suited for her.

In the conviction that the pursuit of learning is the primary purpose of the college experience, the College believes:

> that narrow vision and intolerance must be overcome, and that this may be achieved through an understanding of the realities dealt with in the disciplines and through the testing of ideas and methods;

that one must learn how to learn—how to identify problems, how to evaluate evidence and how to pursue solutions;

that it is essential to define one's ideas and expose them to critical examination by others and that precise and logical use of language can contribute to that end;

that the active and disciplined use of the imagination should be encouraged.

The ability to write and speak our own language clearly and precisely is fundamental to the formulation, communication and expansion of knowledge. It is expected that all students will seek to achieve high standards in written and oral communication.

One important means of gaining greater understanding of one's own language and culture as well as of other cultures is by the study of foreign languages. Appreciation of literature, history, philosophy and current events, for example, as well as of the contributions of scholars in all fields is enhanced by reading works and journals in their original form. Serious students, though not required to do so, should avail themselves of opportunities for developing skills or attaining proficiency in one or more foreign languages.

DEGREE REQUIREMENTS

The Bachelor of Arts degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of twenty-two units including the last six of the required thirty-four at Chatham College, this inclusive, however, of Chatham-directed Interim courses and courses taken in cross-registration. Appropriate adjustments are arranged for transfer students.

The Bachelor of Science degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the resident requirement as stated on page 2, item 3.

MAJOR OPTIONS

A student may elect not to major in any way. In order to graduate she will still be required to complete thirty-four courses including the Tutorial and two Interims.

A student who desires to concentrate her efforts may do so in any of the following ways:

Departmental Major: The following departments offer major programs: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through the concentration of study in two related departments. Such a major must have the approval of the departments involved and be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of the interrelations of the materials to be studied.

Problem, Area, or Multidisciplinary Major: A major program may be pursued through the concentration of study of several disciplines as they bear on a single concern, possibly in disciplines not usually considered related. In this program, the major is built around a single problem or topic, or on the study

*A chemistry or biology major is also possible for the Bachelor of Arts degree.

of several disciplines as they bear on a single concern. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of maintaining the coherence and relatedness of materials to be studied, and who has determined what requirements are appropriate to such a study. Specially designed programs are available for students who wish to major in American Studies or Black Studies. The major in Black Studies must be approved by the Black Studies Coordinator. Programs are also available in pre-law, pre-medicine, and other pre-professional areas which involve several disciplines.

THE TUTORIAL

The Tutorial consists of two courses of internally related individual study, designed by the student and her tutor, an appropriate faculty member. The study will normally be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent reading. The two courses will normally be consecutive and conclude in the senior year.

Each student will provide her tutor with written articulation of the Tutorial experience, the specific nature of which is decided by the tutor and student. Such reports range from a brief report in summary to a substantial paper which is itself the product of the Tutorial. Each student also articulates her work in an oral discussion in which other faculty, and students when desired, are invited to participate by the tutor or student.

GENERAL EDUCATION

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods and resources of the following areas:

1. the problems and techniques of abstract or formal reasoning;

2. scientific inquiry characterized primarily by a high degree of success in explaining certain kinds of events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal selectively with the problems raised by the totality of man's intellectual, aesthetic and moral experience.

Some of these courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, these are courses recommended for the student not concentrating in the area.

THE INTERIM AND THE CALENDAR

A pivotal point in the College's curriculum is an academic calendar which consists of two terms of 14 weeks each, during which the student will pursue four courses, separated by a one month Interim term in January when a student will undertake only one project. Students are required to spend two of their four Interims in approved programs, although they are encouraged to participate every year and earn course credit for every successful project.

The Interim is especially suited for innovative approaches to education. Learning is no longer tied to the geographic boundaries of the campus nor confined to the fixed time of the lecture hour. The Interim thus provides a range of new possibilities—concentrated study, experimental projects, travel and field experiences, student exchanges and interdisciplinary programs—both in the formal Interim courses and in the opportunity for a variety of independent projects.

The 1973 Interim will include the following list of projects and courses. Full descriptions can be found under the departmental courses of study.

Interdisciplinary

190. THE STUDY OF THE CITY: PITTSBURGH. This course will focus on the geographic and demographic characteristics of the city of Pittsburgh as factors in the pattern and problems of urban change in the 1970's. Special attention will be given to problems of transportation, housing patterns, education and industrial location and growth. The course will concern itself with the geographic and demographic factors which have both contributed to the existence of the above problem areas and which have limited the range of solutions which are possible or have been taken to date by the city. Problem areas and current urban actions will be explored in depth through discussions with urban leaders and citizen-activists and through field trips to relevant institutions and locations.

Art:	The Human Form Non-Functional Ceramics
Biology:	Biological Aspects of Sexual Function Marine Biology
Drama:	Rehearsal and Production
Education:	Living and Teaching in Primary Schools in England
English:	Film Workshop Classicism, Romanticism, and Realism
History:	British Architecture and Related Social History The Eastern European Revolution and the People's Democratic System
Mathematics:	Light and Optics
Modern Languages:	German Language and Culture Intensive Conversation and Grammar Review (German) French Language and Culture Spanish in Mexico

Philosophy:	Agape and Eros William James and the Origin and Significance of Religion
Physical Education:	Movement Components in the Open Classroom
Sociology-Anthropology:	Cultural Ecology Revitalization Movements

During the recent Interim Chatham students undertook a large variety of independent projects, among them the following:

Field Study in the Caribbean	Hampshire College and the Caribbean
Reconstruction and Classification of Artifacts	Smithsonian Institution
Study of REM and non-REM Sleep in Babies of Schizophrenic Mothers	Child Guidance Center of Pittsburgh
Work with an Advertising Agency	Fuller, Smith and Ross Advertising
Work in a Mentally Retarded Classroom	South Euclid-Lyndhurst Board of Education, South Euclid, Ohio
Study of Stained Glass in the City of Pittsburgh	Pittsburgh History and Landmarks Foundation
Study of Preschool Educational Techniques and Materials	Beirut, Lebanon
Study of Eastern European Systems of Socialism	Eastern Europe
Work in a Montessori School	Whitby School, Greenwich, Connecticut

Internship in Occupational Therapy	New Rochelle Hospital, New Rochelle, New York
Study of Constitutional Law	American Civil Liberties Union Burlington County, New Jersey

An important and growing aspect of the Interim Program is the opportunity for student exchange with other colleges having a 4-1-4 calendar. In the recent Interim Chatham students were enrolled in over a dozen other colleges, including Bucknell, Eisenhower, Florida Presbyterian College, New England, University of the Redlands, Washington and Jefferson, Denison. Enrolled in Chatham programs from other colleges were students from Briarcliff, Macalaster, Oberlin, Kirkland, Washington and Jefferson, Gustavus Adolphus, and Lincoln University.

FRESHMAN SEMINARS

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration and research of a common problem. Normally, these seminars will meet on a three hour per week schedule. However, each seminar is an experience designed by the instructor around a particular topic and the normal class schedule may not always apply.

FACULTY SYMPOSIUM

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and actively participate in the process of scholarly investigation, discourse, and argumentation.

INDEPENDENT STUDY

Independent study is a desirable academic activity made possible by the curriculum for qualified students. Prior to registration individual arrangements are made between student and instructor. Provision for independent study is made by all departments. Course credit will be given in the amounts described in the *Bulletin* at the discretion of the instructor and the Provost.

Recent independent study projects have included the following:

A study of the sculpture of Michelangelo, concentrating on the four "pietas"

Diabetes and pregnancy

Pyrogen and toxicity testing

Mime and communication: An experiment to determine the effectiveness of mime as communication with differing age and socio-economic groups

Role of women in the economic system: Case study of retail workers

Teaching economics at the grade school level: An experimental approach

The existentialism of Jean Paul Sartre as illustrated in selected works of Simone de Beauvoir

The city of Rome: A study of the growth and transformation of one of the major cities of Western culture from ancient to renaissance times

Intensive reading and study of mathematical applications in microeconomics

Translation of modern Russian prose

An intensive study of operatic repertoire for the lyric soprano

Definition of human freedom in the works of Nikos Kazantzakis

The relationship between the governing class and power elite: An attempt to answer the question of whether the American upper class is, in fact, a governing class

Study of creativity resource materials: To study the research materials in the field of creativity to come to a better understanding of the definitions and problems of the area

Martin Luther King and Gandhi: A study of charismatic leadership

Psychological effect of public school system on Black community and children

PITTSBURGH-CHATHAM PROGRAM

The Pittsburgh-Chatham Program is designed to coordinate and encourage efforts to tie in more closely the College's program to the resources of the city.

Under this program, additional ways to relate courses and independent study projects to the city and its people are being created. New areas are being developed in which faculty members and students can join with Pittsburgh agencies and professional groups in cooperative efforts to help solve urban problems.

The program also enriches the College's career counseling services for students through the identification of opportunities for college graduates in urban agencies and services.

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham College have an opportunity to avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, and Point Park College are members of the Pittsburgh Council on Higher Education.

The Council sponsors many interinstitutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

CROSS-COLLEGE AND UNIVERSITY REGISTRATION

Any undergraduate student attending a Pittsburgh Council on Higher Education member institution may participate in a cross-registration program which permits them to enroll in one course each term (except for the University of Pittsburgh's third term) at another member institution. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in off-campus courses which are accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made. Additional information may be obtained from the Registrar.

CARNEGIE-MELLON UNIVERSITY

Chatham College and Carnegie-Mellon University sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers of both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Provost of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1972-73 program are courses in The Economic Development of U.S.S.R., Comparative Communist Social Systems, Government and Politics of Communist China, and Art of Russia. Chatham students should inquire at the Office of the Provost for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

Carlow College

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College without extra charge.

STUDY ABROAD

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. This may be during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs for all classes. While the Committee sets no academic performance level as a criterion for its approval, the well-established selective programs to which serious students aspire do so in terms of general scholastic competence, some specific language skill, or both. Chatham sponsors several such programs during its Interim.

Chatham students are not limited to any single program but may select from numerous approved ones and hence are more likely to find educational experiences suited to their special academic needs. About one hundred students undertake such study annually in some one of the five different session units available.

Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained at the Office of Evaluation Services.

SUMMER STUDY

A student wishing to receive credit for summer study must secure, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than *C* grade. Application for approval should be filed with the Registrar before May 1.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records and ability to do independent study are eligible for a semester in residence at American University, Washington, D. C. Students may choose the Washington Semester with a focus on American national government; the Urban Semester with a focus on urban and metropolitan problems; or the International Semester with a focus on U. S. foreign policy and diplomacy. Each program enables the student to meet some of the nation's political and governmental leaders and to become associated with them. Each program includes an individual research project. Credits earned are applied to the fulfillment of the graduation requirement.

Academic Advising

The College's open curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

Each entering freshman will be assigned a faculty adviser from a group of freshman advisers appointed by the Provost. Before the beginning of classes freshmen will meet with their advisers, who will have received information concerning each advisee, in order to discuss in depth a program for the first term. So that freshmen will have sufficient time to become fully aware of the nature of courses open to them, registration for freshmen will not be held until after the first full week of classes. During this period freshmen will be free to attend all courses in which they might enroll, except Freshman Seminars, for which students will have pre-registered. This deferred registration date will permit additional contact between student and adviser.

Ordinarily a student will remain with the freshman adviser until a tentative major or focal interest has been chosen, which could be as early as the end of the first term of the freshman year, and usually would not be later than the second term of the sophomore year. At that time the student will apply to the chairman of the department of her choice or the professor of her choice in the case of a major which is not departmental. In this determination of a major adviser, students should be as free as possible to choose or to change their advisers, subject only to the need for roughly balanced advising responsibilities among the faculty. Entering transfer students will select advisers according to the above procedures after consultation with the Assistant Provost.

During the second half of each of the long terms a week will be designated as advising week. During that week it will be the responsibility of every adviser to provide a one hour's scheduled appointment with each of his advisees. Advisers should make additional time available throughout the academic year for advisees who need it. The advising week will also be the scheduled period for changing advisers.

Academic Procedures

ACADEMIC CREDIT

The unit of academic credit for courses offered either in the term or the Interim is the course unit. For purposes of evaluation outside the College, the Chatham course unit is defined as three and one-half (3.5) semester hours. The graduation requirement is thirty-four (34) course units.

Courses are valued at one-half, one, or one and one-half course units, each course as defined elsewhere in this publication under courses of study.

The normal load is four courses in any full-length term; one course in any Interim. Any full course which results in five or more courses in any term, or any fractional course which results in a load greater than five courses requires special permission. Only one course may be taken in the Interim.

A student may not take fewer than three full courses and maintain full-time status.

TERM OF STUDY

The graduation requirement of thirty-four course units will usually be distributed as four course units in each of eight terms with the inclusion of a minimum of two and a maximum of four Interim courses. A student may choose to participate in four Interims thus taking four courses to relieve a term program during one or more terms or simply to take additional courses over the four-year period.

All full-time students must carry at least three course units each term.

Allowance is made for work done *in absentia* if it has the prior approval of the responsible departmental faculty or faculty committee and the Provost, or in the case of Interim courses, of the Interim Committee and the Provost.

The Chatham resident requirement must be met (see page 2, item 3).

GRADES

The grades in use are:

A = Excellent achievement in course
B = Good achievement in course
C = Satisfactory achievement in course
S = Satisfactory or better achievement in course; minimum value is *C*
U = Unsatisfactory work in course
W = Withdrawal from course with no penalty
WU = Withdrawal from course while doing unsatisfactory work
I = Incomplete work in course; a temporary grade given only when there exist extenuating circumstances that prevent completion of a course on schedule. Approval of the Provost is required. Failure on the part of the student to remove an I by the end of the first four weeks of the following term automatically results in failure in the course. Incomplete grades are not available for Interim courses.

The student decides with the aid of an adviser whether to enroll in a course for a traditional grade or on the S/U grade basis. Freshmen are encouraged to enroll in all of their first term courses on the S/U basis, and all Freshman Seminars are graded on the S/U basis only. The student declares her option to the Registrar at the time of registration. A change may be made during the first two-week period of the term. For a few courses, in particular some offered at the Interim, only S/U grades are given, by decision of the instructor. For a few other courses related to certification needs by groups outside the College, the S/U option is not available. For a cross-registered course, the declaration to the Chatham Registrar is made within two weeks of the beginning of the course. Otherwise, S/U enrollment in a cross-registered course is subject to the rules and regulations of the host institution.

The content, standards, requirements and opportunities of a course are not altered to accommodate one or another grading scale. As described in the above grade uses, the minimum value of the *S* grade is equivalent to the grade of *C* or above; the *U* grade has the same definition under either option. Grades are not assigned quality points and there are no grade averages. Students are not ranked.

The Registrar reports grades and credits earned to all students and their advisers at the close of each term.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of the work completed. The progress of each student is reviewed at the close of each term. A student whose recent or cumulative work does not meet expected standards of progress, or one who is making unsatisfactory grades in the junior or senior years is not in good academic standing and may be warned, placed on probation, or dismissed, as the total circumstances seem to warrant. Such review is conducted by the Committee on Academic Standing with notification of probation, warning or dismissal sent to the student and her faculty adviser by the Provost.

Honors and Awards

Departmental Honors or Program Honors are awarded at graduation to those students who distinguish themselves in the course work of their major or special programs. Such honors are awarded at the discretion of the student's department or adviser and as approved by the faculty.

In addition, special awards are presented each spring to students who have excelled in their academic work and who have made outstanding contributions to college life and to civic and community affairs.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from a course by demonstrating satisfactory fulfillment of the main objectives of the course. In addition, by special application, credit may be earned by examination for a course when superior achievement is demonstrated. Examinations for these purposes may be written or oral and are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board.

THE AUDITING OF COURSES

Students enrolled on a full-time basis may audit a course with the permission of the instructor. No entry is made on the permanent record. Students are nevertheless encouraged to audit courses by making appropriate arrangements with the course instructor.

COURSE REGISTRATION

Students must register for classes on the date indicated in the College calendar. There is a $25.00 processing fee for registrations after this date.

Courses may be added through the first two weeks of the long terms with the approval of the course instructor and the faculty adviser. With the same approval, courses may be dropped through the first four weeks of each of the long terms with no academic penalty. If a course is dropped after the time indicated above, a WU is automatically recorded on the student's record unless the reason is approved by the Provost. Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week of Interim without academic penalty. If a course is dropped after the time indicated, without the approval of the Provost, a WU will be automatically recorded. There is a processing fee of $10.00 for course changes made after the stated deadlines.

Exceptions to any of the preceding may be made only by the Provost. Requests for exception should be filed by the student through the Registrar.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each faculty member at the beginning of his course makes clear his expectations concerning class attendance. Full participation in the course implies completing the work on schedule and making up work missed because of emergency absence.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in a failure in the examination. Absence from an examination is excused only by the Director of Counseling or Provost for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee for late examination is $10.00 per course unless waived by the Director of Counseling or Provost.

TRANSCRIPTS

Graduates and students are entitled to one transcript of their College record without charge. A charge of $1.00 will be made for each additional transcript. A time allowance of two weeks is required for processing. Requests for transcripts should be made to the Office of the Registrar; checks should be made payable to Chatham College.

WITHDRAWAL

When a student withdraws voluntarily from the College during the academic year she must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. This form is deposited with the Provost, Assistant Provost or Director of Counseling. The official withdrawal date then becomes the date on which the form is received by any one of these officers.

The College may, upon the recommendation of the College Physician, request that a student withdraw for reasons of health.

With the exception of those students who obtain leaves of absence, return to the College after withdrawal is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $20.00 application fee.

LEAVES OF ABSENCE

Medical

On the recommendation of the College Physician to the Director of Counseling or Provost a medical leave of absence for a stated period of time may be considered rather than medical withdrawal in certain types of illness or injury.

A student requiring a medical absence should consult with the Director of Counseling for information on procedures and adjustments that pertain.

Voluntary

A student planning to be absent from the College temporarily may submit a request for a leave of absence for a stated period to the Committee on Academic Standing. Reasons and plans for this absence should be stated in a letter directed to the Committee. If the request is granted, the student may return to the College at the stated time without making formal application for readmission. An extension of this time may be requested. The student is expected to notify the Provost and pay the $150.00 deposit by April 20 prior to a fall term return, or by December 1 prior to an Interim or spring term return.

Students needing financial assistance upon return should apply for aid through the Financial Aid Office, and they will receive full consideration.

OTHER LEAVES

Students who study in approved Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Provost and paying the $150.00 deposit by April 20 prior to a fall return, or by December 1 prior to an Interim or spring term return.

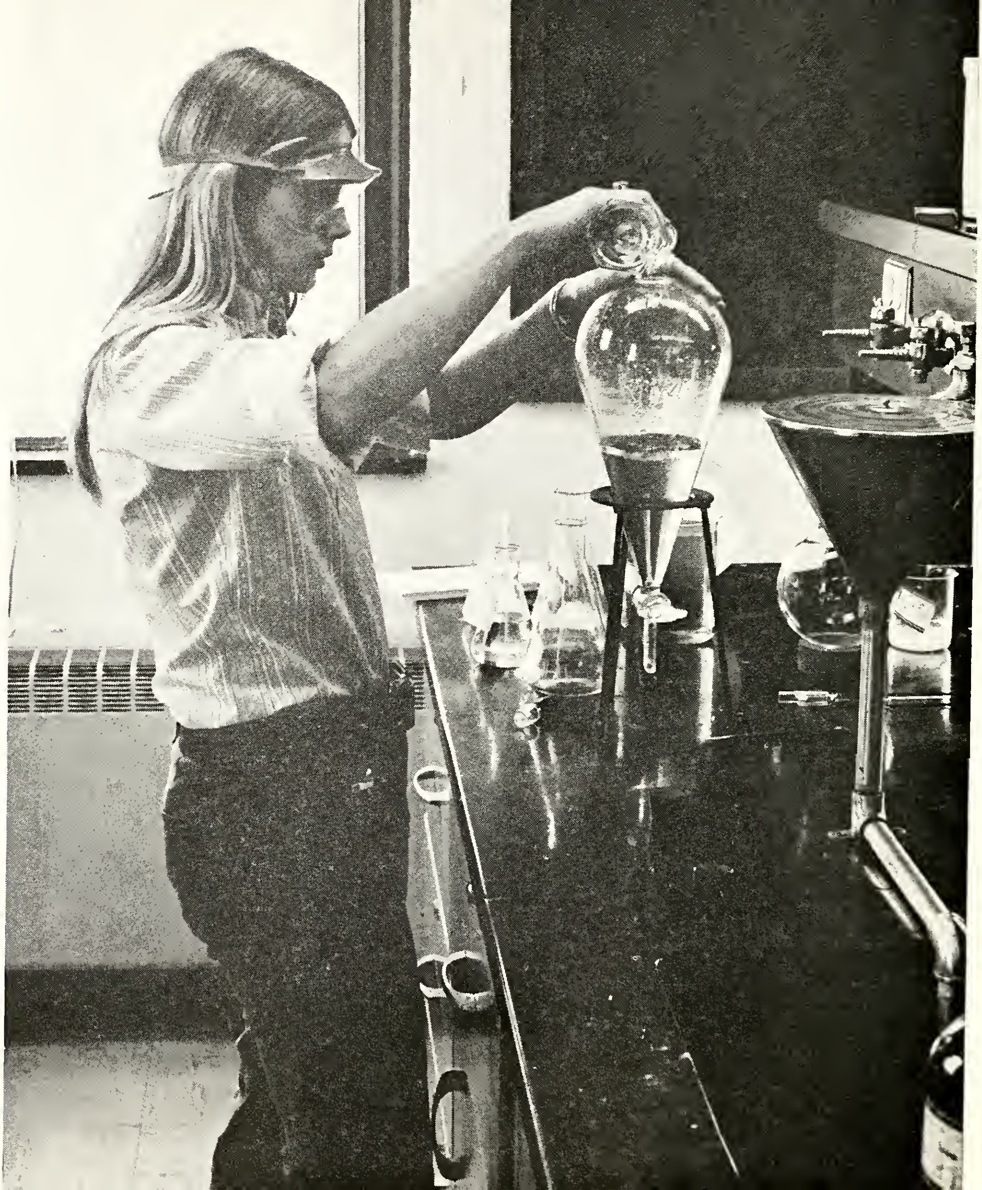
DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to the student's health or to the health of others.

Students are expected to have attained a degree of maturity enabling them to act as responsible and contributing members of the College community and the community at large.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any standards and regulations of the College, will constitute a violation of College policy and can be considered cause for disciplinary action by the appropriate body. This action may include, at the discretion of the College, required withdrawal.

In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern. A special probationary period may sometimes be used when it is believed to be helpful to the total development and progress of the student.



Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the Fall term, even-numbered courses are given in the Spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor

6 = Tutorial

5 = Independent Study

4 = Course open to seniors only; to others with permission of the instructor

3 = Course open to juniors and seniors only; to others with permission of the instructor

2 = Course open to sophomores, juniors and seniors only; to others with permission of the instructor

1 = Course open to any student, providing stated course prerequisites have been met

0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course

8 = Black Studies course

7 = American Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

ART

Associate Professor Caplan; Assistant Professor Shepler; Instructor Saslow (Chairman); Lecturer Ford.

Major Requirements in Visual Art: Equivalent of 12 courses, including the tutorial and two courses in art history. Programs will be designed by the student and adviser. Studio sessions normally occur twice a week for three hours each meeting. Except for certain courses as indicated, students are expected to supply all materials.

Major Requirements in Art History: 12 courses, including Art 131, 132, the tutorial, and two courses in studio art. In addition, at least one course is required in four of the following fields: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. If possible, students majoring in art history should plan a concentration of at least three courses in one field or in a coherent grouping of fields.

005. FRESHMAN SEMINAR: INTRODUCTION TO ARCHITECTURE. A study of the language and basic concepts of architecture, focusing on the design elements with which architects work: space, circulation, structure, and orientation. Work will include readings, simple design problems, analyses of problems in Pittsburgh architecture. Visitors from architectural firms and city planning boards will occasionally lead class discussions. Fall term.

101, 102. DRAWING. Emphasis will be placed on a working understanding of various techniques, concepts of image making, perception and qualitative problem solving using various drawing media. Each term.

111. PAINTING. Concepts of color as a means toward illusion and structure will be emphasized. Spring term.

112. PAINTING. More advanced course based on students' own ideas. Spring term.

113. DESIGN. A study of the structural principles of two-dimensional and three-

dimensional design. The visual use of form, texture, color and spatial relationships. A variety of media will be used. Students are expected to supply all materials. Fall term.

114. OPEN STUDIO. Based on the visual ideas and interests of the student, the course has three goals: to develop an heuristic and autonomous learning situation, particularly for further independent studies; to engage the student, in context of her own work, with the needs, concepts, and considerations in creating and understanding a work of art; to develop a medium and technical skill as a means rather than an end in itself. Fall term.

120. THE HUMAN FORM. Working from the clothed and nude model, the student will have the opportunity to develop a skill and understanding of the figure as an art form. A variety of media will be used. Interim.

121, 122. THREE-DIMENSIONAL STUDIO. A study of sculptural elements through various problems in composition and in a variety of materials such as clay, stone, plaster, wood, plastic, and metal. Each term.

123, 124. CERAMICS. A study of ceramic form and design with instruction in throwing on the wheel as well as hand building. The techniques of glazing and firing are studied as an integral part of the course. Each term.

131, 132. SURVEY OF THE HISTORY OF WESTERN ART. An historical and analytical survey of Western art from ancient times through the twentieth century including the areas of painting, sculpture, and architecture. Fall term serves as prerequisite for Spring term. Each term.

136. MODERN ART. A one semester survey of the major artists and movements of the 19th and 20th centuries. The course will begin with the Neo-Classic and Romantic artists of the early 19th century and will include discussion of painting, sculpture and architecture in Europe and in America up to present day avant-garde art movements. Prerequisite: Survey of Art courses (Art 131 and 132) or permission of the instructor. Spring term.

140. NON-FUNCTIONAL CERAMICS. A study of forms, either wheel thrown or hand built that are primarily esthetic objects. The course is designed to stimulate imaginative uses of clay and glazes within the realm of ceramics. Prerequisites: Art 123 or 124 or permission of the instructor. Interim.

301. SEMINAR ON ROMANTICISM. The investigation of the arts and thought of the Romantic period. Student seminar reports and directed discussions will be supplemented by outside readings in literature, listening to music and a study of the visual arts of the early 19th century in France, England, and Germany. Open to juniors and seniors in the humanities whose background includes an interest in Romantic art, music or literature. Prerequisite: Permission of the instructor. Fall term.

503, 504. INDEPENDENT STUDY IN ART HISTORY. Each term and Interim.

505, 506. INDEPENDENT STUDY IN APPLIED ART. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

BIOLOGY

Professor Chmura; Associate Professor Hess (Chairman); Assistant Professors Bond and Compher; Instructor Knudsen.

MAJOR REQUIREMENTS: For the B.A. degree, 13 courses, including the tutorial. For the B.S. degree, 16 courses, including the tutorial.

One year of general biology is required of all biology majors and is a prerequisite for all other biology courses. This requirement may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.A. degree each major is required to take at least seven course units in biology including the seminar in biological literature (Biology 349) but exclusive of the tutorial and also exclusive of the one required year of general biology. Seminar is usually taken in the junior year. Chemistry 103 and 205 should also be completed before the senior year. Psychology 141 may be taken for credit toward the biology major.

For the B.S. degree, three additional courses in mathematics, physics, or chemistry are required. The courses to be taken are determined individually for each student.

045. FRESHMAN SEMINAR: FOOD: PRODUCTION, POLITICS, AND PEOPLE. An examination of the problems and progress in the general subject area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food. Fall term.

047. FRESHMAN SEMINAR: THE SCIENTIST AND GOVERNMENT. A basic introduction to human genetics for the purpose of discussing a variety of scientific and political problems. These include whether Eugenics or improvement of the breed makes sense applied to man, whether being able to choose the sex of one's child or having someone else choose (i.e., the government) is desirable, what role the government should have in determining matters of this kind, and finally what should be the role of the scientist in government. Fall term.

049. FRESHMAN SEMINAR: MAN VERSUS SCIENCE. A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control and the prolongation of life will be included. Fall term.

120. BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in depth research report on some specific aspect of sexuality. Interim.

124. BOTANY. The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. $1\frac{1}{2}$ courses. Spring term.

127. BIOLOGICAL EFFECTS OF WATER POLLUTION. A laboratory and field study of the effects of water pollution on biological systems. Some areas to be investigated in the laboratory are the mechanisms of algal blooms as well as the effects of pesticides, toxic chemicals, and temperature increases on aquatic organisms. Field trips to the Monongahela and Allegheny rivers are planned to study the onsite causes of water pollution and also to examine the existing flora and fauna in these rivers. Water pollution control measures will also be investigated. One four hour laboratory per week. Not offered in 1972-73.

140. TECHNOLOGY OF EVERYDAY LIVING. Rapid advances in technology have given us many products used in everyday living. This course is designed to teach the student how to select the best or better product and how to cope with simple product failure. Problems in such subjects as the nature of food additives, the composition and working of gasoline, and in minor electrical and plumbing repairs will be approached both by the standard lecturing methods and by actually carrying out the task implied. Interim. Not offered in 1972-73.

143, 144. GENERAL BIOLOGY. A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week. Each term.

148. ECOLOGY. A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Not offered in 1972-73.

150. DRUGS. This course includes chemistry and biological effects of drugs including cigarettes and alcohol. It will also examine the environmental effects of drugs. Not offered in 1972-73.

153. HUMAN GENETICS. An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the

student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics. Not offered in 1972-73.

155. THE CELL. The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory. Spring term.

201. INVERTEBRATE ZOOLOGY. A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Fall term.

202. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103. 1½ courses. Not offered in 1972-73.

203. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1972-73.

204. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1972-73.

205. ADVANCED EMBRYOLOGY. A study of the current problems of developmental biology. Three class meetings and four hours of laboratory per week. Prerequisite: Biology 204. 1½ courses. Fall term.

221. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution.

Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104. 1½ courses. Not offered in 1972-73.

223. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1972-73.

229. BACTERIAL ECOLOGY The study of bacteria as they relate to and influence various natural habitats such as air, water, soil, animals, and plants. Relationships among bacterial populations will also be considered. Classes will be conducted as lecture, laboratory, and field sessions. Four hours of participation per week. Prerequisite: Biology 221. Not offered in 1972-73.

241. GENETICS. A study of the principles of inheritance in plants and animals. (NOTE: Biology majors enrolled in Biology 241 are required to enroll concurrently in Biology 247.) Fall term.

247. GENETICS LABORATORY. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. ½ course. Fall term.

249. IMMUNOLOGY. Fundamental immunologic concepts. Serologic and immunology procedures as applied to clinical and research situations will be emphasized in the laboratory. Three lectures and four hours of laboratory per week. 1½ courses. Not offered in 1972-73.

252. MOLECULAR BIOLOGY. This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. Prerequisite: Permission of the instructor. 1½ courses. Spring term.

258. HISTOLOGY. A microscopic study of tissues and cells relating structure of

individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Spring term.

340. MARINE BIOLOGY. A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 201. Interim.

349. SEMINAR. Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Spring term.

354. SPECIAL TOPICS. Lectures and laboratories in selected areas of contemporary biology. 1½ courses. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

CHEMISTRY

Professor Paulson (Chairman); Associate Professor Richey; Assistant Professor Gibbon.

MAJOR REQUIREMENTS: B.S. DEGREE: 15 courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 216, 301, 311, 312, 322, 324, 431, 441, 603, and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry; the equivalent of Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of German is required for this degree. B.A. DEGREE: 11½ courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 301, 311, 312, 431, 603, and 604. The physics and mathematics courses listed in the above paragraph are prerequisite to some of the chemistry courses.

102. CONTEMPORARY TOPICS IN CHEMISTRY. Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly. Spring term.

103. STRUCTURAL CHEMISTRY. An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly. Fall term.

104. ELEMENTARY ANALYTICAL CHEMISTRY. Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 114. Spring term.

114. QUANTITATIVE ANALYSIS LABORATORY. Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course. Spring term.

205. ORGANIC CHEMISTRY. A study of the preparation, reactions, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 215. Fall term.

206. ORGANIC CHEMISTRY. Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215. Spring term.

208. BIOCHEMISTRY. Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 205 and Chemistry 215. Spring term.

215. ELEMENTARY ORGANIC LABORATORY. Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course. Fall term.

216. ORGANIC CHEMISTRY LABORATORY. Six hours of laboratory weekly. Corequisite: Chemistry 206. ½ course. Spring term.

301. SEMINAR IN CURRENT RESEARCH METHODOLOGY. Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course. Fall term.

311. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 114, 205, and 215, one year of calculus and one year of college physics. 1½ courses. Fall term.

312. PHYSICAL CHEMISTRY. Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1½ courses. Spring term.

322. TOPICS IN ANALYTICAL CHEMISTRY. Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311. Corequisite: Chemistry 312. Spring term.

324. INSTRUMENTAL ANALYSIS LABORATORY. Laboratory experience in spectrophotomatic, electroanalytical and chromatographic techniques. Six hours of laboratory per week. Corequisite: Chemistry 322. ½ course. Spring term.

431. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312. Not offered in 1972-73.

441. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lec-

tures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 312. 1½ courses. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

DRAMA

Associate Professors Wenneker (Chairman) and Neeson; Lecturers Crippens and Nemitz; Technical Associate Stang.

Major Requirements: 11 drama courses, including Drama 101, 102, 103, 104 and the tutorial.

001. FRESHMAN SEMINAR: FORM IN PERFORMANCE. A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama. Fall term.

101, 102. THEATRE WORKSHOP. Voice and movement for the stage. Practice and projects to extend personal capabilities, and when appropriate, background theory. Work second semester leads to a production. ½ course. Each term.

103, 104. FIRST COURSE IN THEATRE. A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions. Each term.

105. ACTING I. Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation. Fall term.

106. ACTING II. An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Spring term.

107. MODERN BRITISH DRAMA. A study of plays from Pinero to Pinter. Not offered in 1972-73.

108. AMERICAN DRAMA. A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins. Not offered in 1972-73.

130. REHEARSAL AND PRODUCTION. The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play. Interim.

132. THEATRE IN ENGLAND. The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken. Interim. Not offered in 1972-73.

134. COMMUNICATIONS AND THE MEDIA WITH SPECIAL EMPHASIS ON TELEVISION. An examination of the history of the medium, relating this history to the present day. Emphasis will also lie on the vital role television plays as a means of relating the news, and also on the role it has in relation to politics. The role of television as an educator and as a narcotic will also be discussed. Critical viewing and demonstrations of how programs are produced will also be included. The course will utilize film, slides, audio and video tapes, and guest speakers. Spring term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experi-

mentation with the techniques used in non-scripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments. Fall term.

201. WORLD DRAMA. Studies in the development of drama from Greek classics to nineteenth century realism. Fall term.

209. DRAMATIC CRITICISM. Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts. Spring term.

211. THEATRE HISTORY I. This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare. Fall term.

212. THEATRE HISTORY II. This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today. Spring term.

302. MODERN EUROPEAN DRAMA. Studies in drama from *Woyzeck* to *Marat/Sade*. Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express. Spring term.

303, 304. DIRECTING. Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term. Not offered in 1972-73.

341. SPECIAL TOPICS IN THEATRE AND DRAMA. Advanced studies to be determined by particular student interests and special experiences and competencies of instructor. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term.

ECONOMICS

Assistant Professor Boyce (Chairman); Instructor Holden.

Major Requirements: 10 courses, including Economics 101, 102, 321, and the tutorial.

Students interested in pursuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

101. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Fall term.

102. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Prerequisite: Economics 101. Spring term.

113. MONEY AND BANKING. The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101. Spring term.

114. PUBLIC FINANCE. An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient

resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101. Not offered in 1972-73.

115. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. The special economic problems of underdeveloped areas and their efforts to promote economic growth. Topics include general structure, resources, agriculture and marketing, money and banking, industrialization and capital formation, and the need for planned growth with stability. Students are also asked to make a study of a particular problem or region chosen by them in consultation with the instructor. Prerequisite: Economics 101. (See also Black Studies.) Fall term.

116. DEMOGRAPHIC ECONOMICS. The economic consequences of demographic and social change in underdeveloped and developed countries. Special attention to be devoted to the relations between population growth and resources, age-structure effect on demographic and economic variables, and migration of talent and other resources. The course will also be concerned with the components of population change and their determinants and explanatory theories for changes in rates of natural increase. (See also Black Studies.) Not offered in 1972-73.

117. INTRODUCTION TO URBAN AND REGIONAL ECONOMICS. A survey of general principles of location of economic activities and the analysis of relationships between spatially separated urban and regional economics. Economic development of subnational economic areas. Prerequisite: Economics 101. Not offered in 1972-73.

118. LABOR ECONOMICS. An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining, automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101. Spring term.

119. INTERNATIONAL ECONOMICS. Introduction to international trade and

finance: an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 or 102. Spring term.

190. THE STUDY OF THE CITY: PITTSBURGH. This course will focus on the geographic and demographic characteristics of the city of Pittsburgh as factors in the pattern and problems of urban change in the 1970's. Special attention will be given to problems of transportation, housing patterns, education and industrial location and growth. The course will concern itself with the geographic and demographic factors which have both contributed to the existence of the above problem areas and which have limited the range of solutions which are possible or have been taken to date by the city. Problem areas and current urban actions will be explored in depth through discussions with urban leaders and citizen-activists and through field trips to relevant institutions and locations. Interim.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Not offered in 1972-73.

211. SEMINAR: MACROECONOMICS. This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101. Fall term.

212. SEMINAR: MICROECONOMICS. An intermediate study of the allocation of

resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102. Not offered in 1972-73.

321. HISTORY OF ECONOMIC THOUGHT. The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen and Keynes. Prerequisite: Economics 101 or 102. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

EDUCATION

Associate Professor Morgan (Chairman); Assistant Professors Jipp and Richman; Instructor Boraks; Lecturer Howe; Consultant Russell.

REQUIREMENTS FOR RECOMMENDATION FOR STATE CERTIFICATION IN TEACHING. Students are recommended for Nursery-Third and Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are required to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Mathematics 110, and Education 102, 221, 222, 322, 423, plus recommendation of the College for certification. The required professional program for nursery-sixth grade includes Education 102, 208, 211, 212, 314, 413, plus recommendation of the College for certification. All students are expected to participate in field experiences in public schools throughout the elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. SEMINAR IN EDUCATION. Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Spring term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.) Fall term.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

200. PITTSBURGH AS THE CLASSROOM. This course is designed to transform the resources of the City of Pittsburgh into classrooms for ninth grade pupils from the Pittsburgh area. The course will require each student to select at least two significant institutions or industries in the city and develop learning situations within them. The purposes of the course are to develop the appropriate learning experiences, and to guide, document and evaluate the experiences of these urban youths. Prerequisite: Open only to students engaged in the Education sequence; Education 102, 222, or 208. Interim. Not offered in 1972-73.

208. COMMUNICATION SKILLS AND THE ARTS. Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102. Each term.

✓210. LIVING AND TEACHING IN PRIMARY SCHOOLS IN ENGLAND. Selected students will spend a month in Norwich, East Anglia, living with English families and working full time as Assistant Teachers in an Infant School, ages 5 to 7, and a Junior School, ages 7 to 11. They will have the opportunity to experience and participate in English modern informal education planning and practice. They will meet in regularly scheduled seminars and workshops in the Norwich Teachers' Centre, and they will have access to local college and university library resources. The students will document their living and teaching experiences by recording them in journal form, and through the use of still and movie cameras and tape recorders. The documentation will assist students in identifying, classifying and understanding social, cultural and educational similarities and differences in English and American life. Permission of the instructor. Interim. (Number changed from 320 to 210)

211. THE CONTEMPORARY PRESCHOOL. Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.) Each term.

✓212. THE CONTEMPORARY ELEMENTARY SCHOOL. Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208. Each term.

221. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 222. Fall term.

222. PRINCIPLES OF SECONDARY EDUCATION. Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102. Spring term.

241. SEMINAR ON AMERICAN HIGHER EDUCATION. Discussion will be directed to the changing role of colleges and universities in the United States, the goals of higher education, organization of academic institutions, and the relationships that exist within and among them. Emphasis will be placed on the liberal arts college. Outside speakers and advisers will participate and wherever possible will be available to the campus community. Prerequisite: Permission of the instructors. Fall term.

301. TEACHING IN AN URBAN SETTING. Juniors and seniors are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects sensitivity modules, readings, films, and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of competency, in an inner city school is provided through cooperation with the Pittsburgh Public Schools. (See also Black Studies.) Spring term.

310. LIVING AND TEACHING IN AMERICAN SUBCULTURES. A course designed for cultural, social, teaching, and living experiences in an off-campus station. Teams will be equipped with 8mm movie camera, instamatic camera. and a cassette recorder for documenting. Experiences will be compared upon return to campus. It is planned to provide Chatham students with the opportunity to teach the children of a rural southern Pennsylvania mining community. Prerequisite: Open only to students in Education sequence; Education 102, 208. Interim. Not offered in 1972-73.

✓314. ELEMENTARY FIELD AND SEMINAR STUDY. Second semester juniors having completed at least three terms of field experiences evaluate individual professional growth with the faculty. An area of concentration selected by the student and supported by a member of the faculty is the focus of in depth study. Field experiments will be encouraged if appropriate. Specialization in a particular content area may be an option. Individualization and continuing professional growth is the goal of the course. Prerequisite: Education 102, 208, 211, 212. Spring term.

322. SECONDARY FIELD AND SEMINAR STUDY. Second semester juniors having completed three courses in the secondary sequence and related field experiences assess individual professional growth with the faculty. The student selects an area for further in depth competency development with direct cooperation of the faculty. Field experiments will be encouraged if appropriate. Development and testing of teaching materials and strategies will be encouraged. Students will examine models, theories, and

experiences in the secondary learning environment. Students analyze and discuss problems of teaching approached historically, philosophically and sociologically as based on their practical experience and observation. Prerequisite: Education 102, 221, 222. Each term.

413. ELEMENTARY STUDENT TEACHING. Students plan sequential observations and teach at the preschool and elementary school levels under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors when appropriate are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

423. SECONDARY STUDENT TEACHING. Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

501, 500, 502. INDEPENDENT STUDY. Permission of the instructor. Each term and Interim.

603-604. TUTORIAL. Each term.

ENGLISH

Professors Cummins and Eldredge (Chairman); Assistant Professor Adam; Instructors Handel and Weinhold.

Major Requirements: 12 courses in the department, including the tutorial: three courses must represent study of historical periods; two courses must represent study of single or comparative authors; and one course must represent study of a mode or genre.

Before declaring a major in English, the student must submit examples of her prose composition to the department for decision as to whether or not she will be required to complete successfully a recommended writing course.

Independent study as one or more of the 12 courses may be arranged between a student and an instructor.

001. FRESHMAN SEMINAR: THE CONTEMPORARY BRITISH NOVEL. An introduction to the principles of literary criticism, with emphasis on close reading, on the ways in which the elements of fiction can be used, and on clear critical writing. Such writers as Wells, Huxley, Waugh, Orwell, Honor Tracy, Rebecca West, Iris Murdoch will be studied. Fall term.

003. FRESHMAN SEMINAR: CONTENT AND FORM IN CONTEMPORARY FICTION. An introduction to the principles of literary criticism, with emphasis on close reading, on the ways in which the elements of fiction can be used, and on clear critical writing. Such writers as John Hawkes, Saul Bellow, Joyce Carol Oates, Anthony Burgess will be studied. Fall term.

004. IDEA AND FORM IN LITERATURE. An introduction to the principles of literary criticism, with emphasis on close reading, on the ways in which the elements of fiction can be used, and on clear critical writing. Such writers as Vonnegut, Barthelme, Nabokov, Sartre, Kafka, Lawrence, Sarraute will be studied. Not open to those freshmen who have taken 001 or 003. Spring term.

005. FRESHMAN SEMINAR: INTRODUCTION TO ARCHITECTURE. A study of the language and basic concepts of architecture, focusing on the design elements with which architects work: space, circulation, structure, and orientation. Work will include readings, simple design problems, analyses of problems in Pittsburgh architecture. Visitors from architectural firms and city planning boards will occasionally lead class discussions. Fall term.

COURSES IN COMPOSITION

102. COMPOSING COLLEGE PAPERS. A practical course for students aware of needing to improve their skills in digesting and arranging ideas, marshalling suitable evidence, illustrating a point, composing distinct paragraphs, and commanding various appropriate means of reaching an intended audience. Criticism of and help with papers being written in the student's other courses in other departments. Spring term.

143, 144. IMAGINATIVE WRITING I, II. Individual students in this course may choose any form of prose or verse in which to cast their writing. The class meetings are spent in comment and criticism. Each term.

HISTORICAL PERIOD COURSES

115. LITERATURE OF THE TWENTIETH CENTURY. An examination of important works of fiction and poetry by such writers as Lawrence, Yeats, Joyce, Eliot, Faulkner. Open only to freshmen and sophomores. Spring term.

210. EARLY BRITISH LITERATURE. A study of selections from the literature of Anglo-Saxon and later medieval England, with some attention to continental influences. Fall term.

211. LITERATURE OF THE ENGLISH RENAISSANCE. A study of the new poetry produced under impact of the continental Renaissance, from Wyatt, Surrey, and Sidney through the lyric poetry of Donne and Milton, including developments in pastoral, sonnet, and the erotic narrative. Also studied will be selected Elizabethan prose fiction and dramas by Marlowe and Webster. Spring term.

213. ENGLISH LITERATURE FROM THE RESTORATION TO THE ROMANTICS. Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Spring term.

214. ENGLISH LITERATURE OF THE NINETEENTH CENTURY. A study of works representative of important cultural developments in England from romanticism to realism and the art for art's sake movement. Spring term.

216. MAJOR AMERICAN WRITERS: 1800-1855. A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville. Fall term.

217. MAJOR AMERICAN WRITERS: 1855-1945. A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost. Spring term.

315. LITERATURE OF THE TWENTIETH CENTURY. An examination of important works of fiction and poetry by such writers as Lawrence, Yeats, Joyce, Eliot, Faulkner. Open only to juniors and seniors. Fall term.

AUTHORS COURSES

221. CHAUCER. *The Canterbury Tales, Troilus and Criseyde,* and minor poems with attention to English culture of the Medieval period. Prerequisite: English 210 or permission of the instructor. Spring term.

223. THE PLAYS OF SHAKESPEARE. A study of dramatic and poetic qualities in selected plays of Shakespeare. An independent project on one play by Shakespeare or on a play by one of his contemporaries will be conducted by each student. In alternate years this course is open to underclassmen and non-majors. Prerequisite: Open to English majors and, by permission of the department, to other upperclassmen. Fall term.

320. SEMINAR: SHAKESPEARE'S SONNETS AND TRAGEDIES. An investigation of special topics in Shakespearean tragedy, with study of Shakespeare's sonnets in relation to his tragedies and to his personality. Prerequisite: Acquaintance with at least four of the major tragedies; English 111 is desirable but not required. Spring term.

321. SEMINAR: DONNE AND MILTON. A study of selected major works by these poets of the late renaissance. Not offered in 1972-73.

322. SEMINAR: SWIFT. An intensive study of works by the greatest prose writer in English neo-classicism. Fall term.

323. SEMINAR: DICKENS AND TROLLOPE. A comparative study of selected novels by these English novelists of the nineteenth century. Spring term.

324. SEMINAR: BECKETT AND JOYCE. An intensive study of major works by these twentieth century writers, including *Three Novels* and *Ulysses*. Fall term.

325. SEMINAR: FAULKNER. A study of the major representative novels of this twentieth century author. Not offered in 1972-73.

328. SEMINAR: MELVILLE. An intensive study of major works by this nineteenth century novelist. Fall term.

MODE AND GENRE COURSES

130. THE RISE OF THE NOVEL. A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen. Fall term.

231. NINETEENTH CENTURY ENGLISH POETS. A study of the major works by the chief poets of the Romantic and Victorian eras. Fall term.

232. THE NINETEENTH CENTURY ENGLISH NOVEL. A study of major nineteenth century English novels both as art and as reflection of the Victorian age. Prerequisite for English majors: English 114. Not offered in 1972-73.

233. MODERN AMERICAN POETRY. An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor. Spring term.

234. THE DEVELOPMENT OF THE AMERICAN NOVEL. A study of themes and techniques in the American novel from the beginnings to the 1920's. Not offered in 1972-73.

235. TRAGIC MODES. An exploration of tragic patterns and their terms of expression in literature and drama. Fall term.

236. COMIC MODES. A study of comedy as literary mode, as informing spirit in art, and as philosophical problem. The course will consider both the theory and practice of the comic modes in fiction, poetry, drama, and motion pictures. Not offered in 1972-73.

338. PRINCIPLES OF LITERARY CRITICISM. A course designed to develop the student's critical abilities and to heighten appreciation of literature by the study of literary theory and critical method, and by the application of critical principles. Not offered in 1972-73.

OTHER DEPARTMENTAL COURSES

140. VARIETIES OF LITERARY STUDY. A practical exercise to aid students in developing "strategies" with which to approach the reading and discussion of literature. Analysis of the kinds of data—historical, philosophical, biographical, aesthetic—which illuminate literature, and assessment of the ways in which one may use such data profitably. (Designed for underclassmen in the humanities and for students at any level in other areas.) Spring term.

141. INTRODUCTION TO LINGUISTICS. An introduction to the concerns of linguistics, its theories and applications. The course is designed to provide the student with an understanding of the history, nature, and functions of the English language, and with the necessary linguistic tools for furthering that understanding. Spring term.

190. FILM WORKSHOP. A beginner's filmmaking course. Elementary work with super 8 equipment. Prerequisite: Experience with still photography or familiarization with all kinds of movies helpful, but *not necessary*. Interim.

340. CLASSICISM, ROMANTICISM, AND REALISM. A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries. Interim.

370. SEMINAR: AMERICAN STUDIES. EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments noted in English 216, 217, and in History 253, 254, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified students by permission of the instructor. Spring term.

470. SEMINAR: AMERICAN STUDIES. A topic, varying each year, pursued jointly by faculty and students. This seminar, planned as an exploration in depth of an interdisciplinary problem isolated in the Junior Seminar, is intended as the culminating experience of a major in American Studies. Examples of possible topics: American Culture and the Adams Family; American Utopian Thought and Experimental Communities. Open also by permission to any qualified senior. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

601. TUTORIAL. A course for those students whose tutorial projects have evolved from an English Department seminar or Independent Study course. Each term and Interim.

603-604. TUTORIAL. A course for those students who have not taken English 601. Each term and Interim.

HISTORY

Professor Borsody (Chairman); Assistant Professors Smith and Weir.

MAJOR REQUIREMENTS: 11 courses including Historiography (History 358); two each of United States history and European history; and the tutorial.

001. FRESHMAN SEMINAR: THE HEROIC AGE. A multidisciplinary examination of the protohistorical period in the West and the later uses of the myths of the period. The course will include readings from *Beowulf,* the Arthurian Cycle, and similar sources, as well as from the works of modern scholars in anthropology, history and literature. The format will include lectures, student reports and discussion. Fall term.

006. FRESHMAN SEMINAR: EUROPEAN SOCIAL AND POLITICAL REFORMERS AND THE EMERGENCE OF THE MODERN WORLD. This course will consider the social and political writings of Erasmus, Sir Thomas More, John Calvin, and other early 16th century Christian reformers on both sides of the Reformation, as they witnessed the break-up of the medieval Christian concept of one world, the preliminary developments of modern capitalism and the emerging nation-states, with their attendant international conflicts. The prophetic quality of many of their concerns about the destructive potential of the dynamic social, political, and economic forces set in motion in their day renders their ideas timely for the consideration of modern man. The course will be based upon the discussion of the writings of these men. Fall term.

101. THE FORMATION OF EUROPE. An introduction to the study of history in general and of European history in particular. The emergence of Europe as a distinct historical phenomenon is studied from ancient times through early modern times. The emphasis is on interpretation and philosophy of history. Fall term.

102. THE MODERNIZATION OF EUROPE. Main trends from the seventeenth century to the present. The presentation is both chronological and conceptual. The

philosophy of interpresentation as laid down in "The Formation of Europe" (History 101) is further developed in this course. Not offered in 1972-73.

105. THE GREEK AND ROMAN EXPERIENCE: SOCIETY IN THE ANCIENT MEDITERRANEAN WORLD. An examination of the political, economic and social assumptions and practices of the ancient world, through contemporary sources, such as the works of Herodotus and Tacitus, as well as through the works of modern scholars. Fall term.

106. EUROPEAN SOCIETY TO 1600. An examination of the development of Western society through contemporary sources such as *Beowulf* and Machiavelli's *The Prince,* as well as through the works of modern scholars. Spring term.

✓116. THE AGE OF REASON AND ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Spring term.

130. BRITISH ARCHITECTURE AND RELATED SOCIAL HISTORY. The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter. Interim.

131. POLITICAL AND CONSTITUTIONAL HISTORY OF EARLY MODERN BRITAIN. Consideration will be given to the dynamics of British political development during the formative years of parliamentary government in the sixteenth and seventeenth centuries. Particular attention will be given to the struggle to determine where governing authority resided, and changing attitudes toward government, social order and the nature of authority. Not offered in 1972-73.

132. SOCIAL HISTORY OF MODERN BRITAIN. Emphasis in this course will be

placed upon popular movements, unrest, and social change, with particular attention given to the social impact of industrialism and to the causes and effects of modern democracy and socialism in Britain. Not offered in 1972-73.

134. HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH FROM 1783 TO THE PRESENT. This course will focus upon the evolution of British colonial policies, the spread and adaptation of British institutions and ideas throughout the Empire, and the changing attitudes of the British toward their Empire. Several colonies will be studied in depth to determine the non-Western response to British imperialism. Attention will be given to both the colonies of settlement and the colonies of exploitation. Not offered in 1972-73.

139. THE ROLE AND STATUS OF WOMEN IN HISTORICAL PERSPECTIVE. This course is designed to examine the historical antecedents for current prevalent beliefs and attitudes about the role and status of women in society. We will examine together the social context in which these beliefs and attitudes have developed, the philosophic underpinnings for them, and various expressions of them. Fall term.

143. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism. (See also Black Studies.) Each term.

157. HISTORY OF THE AMERICAN REVOLUTION, 1763-1787. This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Not offered in 1972-73.

185. BLACK POLITICAL AND SOCIAL HISTORY TO 1865. An examination of some of the major political, social and economic developments in the unfolding of the

Black experience on the African continent and in the United States to 1865. Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and antebellum periods. (See also Black Studies.) Fall term.

186. BLACK POLITICAL AND SOCIAL HISTORY SINCE 1865. An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period; abolitionism and revolt; the Civil Rights crusade; and the Black Power movement. (See also Black Studies.) Spring term.

211. HISTORY OF THE EARLY MIDDLE AGES. A survey of the West from the fall of the Roman Empire to the advent of the High Middle Ages. Particular stress will be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with. Not offered in 1972-73.

212. HISTORY OF THE HIGH MIDDLE AGES. A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism. Not offered in 1972-73.

213. THE RENAISSANCE. A topical examination of the Civilization of the Renaissance based on Burckhardt's classic interpretation. The topics will include the urban economy, the papacy, the secularization of politics, and humanism. Not offered in 1972-73.

214. THE REFORMATION. A topical examination of Europe in a state of transition from the Medieval to the Modern. Topics will include the development of national monarchy, the discovery of the New World, religious strife, and the readjustment of social values. Spring term.

221. LIBERALISM AND NATIONALISM: THE EUROPEAN EXPERIENCE. Origins of liberalism and modern nationalism. Development of the nineteenth century European nation-state system and the crisis of Europe's multinational empires. Domestic and international problems in the age of nationalism and liberalism. Not offered in 1972-73.

222. THE MAKING OF CONTEMPORARY EUROPE. The objective of this course is to understand, in the world-wide perspective of "contemporary history," the forces shaping Twentieth Century Europe. Principal topics are: World War I and the collapse of the balance of power. Weimar Germany. The age of Fascism. Soviet Russia and Europe. World War II and the Cold War. The European unity movement and the East-West detente. Spring term.

230. THE EASTERN EUROPEAN REVOLUTION AND THE PEOPLE'S DEMOCRATIC SYSTEM. An area study in the present-day people's democracies of Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, and Bulgaria. The process of nation building through World War I; the era of independence between the two World Wars and the Soviet sphere of influence since World War II. Following an investigation of general problems, students in the seminar will concentrate their reading on one country of the area. Interim.

241. RUSSIA FROM RURIK TO THE ROMANOVS. The study of the rise and fall of the medieval Kievan state; Russia under the Mongol rule, the emergence of modern Russia, the Europeanization of Russia since Peter the Great, and the reforms of Alexander II. Fall term.

242. THE RUSSIAN REVOLUTION AND THE SOVIET SYSTEM. The crisis of late Imperial Russia. Lenin and the Socialist movement. The revolutions of 1905 and 1917. World War and Civil War. The Soviet Union under Lenin and Stalin. The East-West crisis and the post-Stalin era. Spring term.

251. HISTORY OF THE UNITED STATES TO 1865. A general survey of United States history from colonial times through the Civil War emphasizing political and economic factors and the study of selected historical problems. Fall term.

252. HISTORY OF THE UNITED STATES SINCE 1865. A general survey of the United States from the Civil War to the present, emphasizing political and economic factors and the problem approach to recent United States history. Spring term.

253. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865. A study of American life during the colonial and early national periods with emphasis on the interchanges of American and European ideas and developments in religion, science, and the arts. Not offered in 1972-73.

254. SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES SINCE 1865. A survey of the changing American scene since 1865, giving special attention to regional patterns of American culture, urbanization and its social effects, science and religion, philosophy, and the arts. Fall term.

255. THE UNITED STATES IN THE TWENTIETH CENTURY, TO 1933. Emphasis on political and economic history with respect to both domestic and foreign policy. Particular attention will be given to the progressive movement, the entrance of the United States into the world balance of power, the isolationism of the 1920's, the United States government and the economy, immigration and emigration. Not offered in 1972-73.

256. THE UNITED STATES IN THE TWENTIETH CENTURY, FROM THE NEW DEAL TO THE PRESENT. This course will make use of the problem approach to such topics as: Depression and New Deal, the breakdown of isolation, global war, cold war diplomacy, impact of automation on American economy, the urban world, role of minority groups, strains and stresses of an affluent society. Spring term.

315. SPECIAL TOPICS IN HISTORY: THE RISE OF THE CITY IN EUROPE,

1100-1500. A seminar involving reading and discussion of the social, political and economic implications in the development of the city in the late Medieval and early Modern period. Prerequisite: Permission of the instructor. Fall term.

329. SPECIAL TOPICS IN HISTORY: CONTEMPORARY EUROPE. An area study in the present-day people's democracies of Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, and Bulgaria. The process of nation building through World War I; the era of independence between the two World Wars and the Soviet sphere of influence since World War II. Following an investigation of general problems, students in the seminar will concentrate their reading on one country of the area. Not offered in 1972-73.

339. SPECIAL TOPICS IN HISTORY: SEVENTEENTH CENTURY ENGLISH REVOLUTION. A seminar involving readings and discussion of historical literature dealing with the English Revolution and research into selected problems. Not offered in 1972-73.

358. HISTORIOGRAPHY. An examination of the development of historical writing through readings from great historians. Also, an examination of modern approaches to history. Spring term.

359. SEMINAR: AMERICAN CIVIL WAR AND RECONSTRUCTION. An American history seminar involving broad reading in the literature of Civil War and Reconstruction and intensive research in selected problems. Prerequisite: Permission of the instructor. Fall term.

370. SEMINAR: AMERICAN STUDIES. EXPRESSIONS OF THE AMERICAN EXPERIENCE. This course is designed to explore further the cultural developments noted in English 216, 217, and History 253, 254, which are assumed as prerequisites. Required of all junior American Studies majors. Open to other qualified students by permission of the instructor. Spring term.

470. SEMINAR: AMERICAN STUDIES. A topic, varying each year, pursued jointly by faculty and students. This seminar, planned as an exploration in depth of an interdisciplinary problem isolated in the Junior Seminar, is intended as the culminating experience of a major in American Studies. Examples of possible topics: American Culture and the Adams Family; American Utopian Thought and Experimental Communities. Open also by permission to any qualified senior. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MATHEMATICS

Professor Beck (Chairman); Instructor Curry; Lecturer Adler.

Major Requirements: 12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

101. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS I. Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Fall term.

102. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS II. A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, antidifferentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, and psychology. Rigorous treatment of sequences and limits. Approximation techniques, Taylor polynomials. Introduction to computer programming. Three lecture-discussion periods and one laboratory period per week. Spring term.

105. INTRODUCTION TO MODERN MATHEMATICS I. History and logical development of the real and complex number systems. Set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics. Not offered in 1972-73.

106. INTRODUCTION TO MODERN MATHEMATICS II. Topics determined by interests of participants. Emphasis on reasoning by analogy. Possible topics include algebraic structure of the integers and of polynomial functions over a field. Prime elements and divisibility theory. Diophantine equations. Algorisms and calculation techniques. Abstractions from the integers and polynomial functions. Prerequisite: Mathematics 105 or equivalent. Not offered in 1972-73.

110. ELEMENTARY STATISTICS. Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics. Each term.

115, 116. PROBLEM SEMINAR. Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course. Each term.

140. LIGHT AND OPTICS. This course will deal with light and optics on a level which will make it accessible to the non-science student. It will lean heavily on work in the laboratory and emphasize applications of the physical principles to topics such as photography rather than attempting a detailed theoretical approach to optics. Some understanding of trigonometry and geometry will be useful, but the necessary trigonometric relations will be reviewed at the start of the course. Possible topics to be considered include: the wave nature of light, color, reflection, refraction, geometric optics, optics of the eye, polarized light, lasers, holography, Moire patterns, and computer graphics. Interim.

217, 218. MATHEMATICS SEMINAR. A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course. Each term.

221, 222. INTERMEDIATE ANALYSIS AND LINEAR ALGEBRA I, II. An integration of multivariable calculus and linear algebra: linear spaces and transformations; partial differentiation and multiple integration; implicit function theorems; transforms; applications to differential equations; qualitative analysis. Prerequisite: Mathematics 101 and 102 or equivalent. Each term.

227, 228. ADVANCED ANALYSIS I, II. Topology of R^n; limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 221 and 222 or equivalent. Each term.

241, 242. ABSTRACT ALGEBRA I, II. Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 221 and 222 or equivalent. 241 will be given in the Spring term; 242 is not offered in 1972-73.

251, 252. PHYSICS I, II. Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 and 102 or equivalent. Three lecture-discussion periods and one laboratory period per week. Each term.

255. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or equivalent. Fall term.

331, 332. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite or corequisite: Mathematics 127, 128, 141, and 142 or equivalent. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MODERN LANGUAGES

Associate Professors Goldby, LoCicero and Jardini (Chairman); Assistant Professor Barsom; Instructors Stephens and Walker; Lecturers Psychos and Winikoff.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

Major Requirements in French: 12 courses in French including the tutorial. French 101, 102, 103, and 104 are not considered part of the major. French 105, 107, 108, 112, 113, 114, and 115 are required of majors. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency. Except under unusual circumstances, majors will observe the following sequence of courses: freshmen, French 107 and 108; sophomores, French 105, 115; juniors, French 112, 113; seniors, French 114 and the tutorial.

Major Requirements in German: 10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

Major Requirements in Spanish: 10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

FRENCH

020. FRESHMAN SEMINAR: SIMONE DE BEAUVOIR AND THE CONCEPT OF THE EXISTENTIAL HEROINE. A study of women in the works of Simone de Beauvoir, including *The Second Sex, The Blood of Others,* and *She Came to Stay*. The course will comprise a necessary introduction to the philosophy of Jean-Paul Sartre and readings and discussion from other feminist writing. In English. Fall term.

101, 102. ELEMENTARY FRENCH. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE FRENCH. A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written French, emphasizing grammar and style. Translation from English texts and free composition. Prerequisite: French 104 or placement examination. Spring term.

107, 108. CONVERSATION. An intensive course in spoken French. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: French 104 or placement examination. Each term.

109. FRENCH PHONETICS. The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 107. Prerequisite: French 104 or placement examination. Not offered in 1972-73.

111. MODERN FRENCH READINGS. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth century Romantics, Realists, and Symbolists, and/or of the leading authors and intellectual movements of the twentieth century. May not be substituted for French 114. Prerequisite: French 104 or placement examination. Fall term.

112, 113, 114. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. A three-term sequence: Literary Tradition I, the Middle Ages and the Renaissance; Literary Tradition II, the Classical Period and the Age of Enlightenment; Literary Tradition III, Romanticism, Realism, Symbolism, the Parnassians, and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 105, 107, 108 and 115 (105 and 115 may be taken concurrently). 112, not offered in 1972-73. 113, Fall term. 114, Spring term.

115. FRENCH CIVILIZATION. The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 107 or placement examination. Not offered in 1972-73.

120. SEMINAR: FRENCH LITERARY CRITICISM. A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle

critique" of the present day. Prerequisite: French 108 or placement examination. Not offered in 1972-73.

121. SPECIAL TOPICS: SEMINAR. *Explication de texte.* A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 108 or placement examination. Spring term.

130. FRENCH LANGUAGE AND CULTURE. The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of instructor. Interim.

141. THE SEVENTEENTH CENTURY THEATER. The history and development of the French theater of the seventeenth century, with emphasis on selected plays of Corneille, Racine, and Moliére. Prerequisite: French 108 or placement examination. Fall term.

145. THE "PHILOSOPHES." A study of the major works of Montesquieu, Voltaire, Diderot, and Rousseau, including their letters, novels, *contes,* and plays. The course aims to clarify the "esprit philosophique" which characterizes the French Age of Enlightenment. Prerequisite: French 108 or placement examination. Spring term.

149. THE SYMBOLIST AND PARNASSIAN POETS. An analysis of selected works of representative poets of the Symbolist and Parnassian periods, including, among

others, Gautier, Leconte de Lisle, Gerard de Nerval, Baudelaire, Heredia, Verlaine, Mallarmé, and Rimbaud. Prerequisite: French 108 or placement examination. Not offered in 1972-73.

151. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Merimée, Daudet, de Maupassant, and Zola. Prerequisite: French 108 or placement examination. Not offered in 1972-73.

155. THE CONTEMPORARY NOVEL. Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 108 or placement examination. Fall term.

156. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre, and Camus. Prerequisite: French 108 or placement examination. Not offered in 1972-73.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass-fail course. Prerequisite: One year of French. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

GERMAN

101, 102. ELEMENTARY GERMAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE GERMAN. A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination. Not offered in 1972-73.

107, 108. CONVERSATION. An intensive course in spoken German. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.) Each term.

111, 112. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Old High German period to the present. Fall term: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. Spring term: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination. Each term.

115. GERMAN CIVILIZATION. The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination. Not offered in 1972-73.

117. GERMAN LITERATURE THROUGH FILM AND RECORDED PERFORMANCES. Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/or recordings of dramatic performances. Some of the major

works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination. Not offered in 1972-73.

120. SEMINAR. Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 112 or permission of the department. Not offered in 1972-73.

130. GERMAN LANGUAGE AND CULTURE. The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor. Interim.

140. INTENSIVE CONVERSATION AND GRAMMAR REVIEW. A limited number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor. Interim.

145. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland,

Goethe, and Schiller. Prerequisite: German 112 or permission of the department. (See Carnegie-Mellon course offerings.) Fall term.

150. GERMAN ROMANTICISM. A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 112 or permission of the department. Not offered in 1972-73.

155. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 111, 112 or permission of the department. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RUSSIAN

101, 102. ELEMENTARY RUSSIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE RUSSIAN. A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination. Spring term.

107. CONVERSATION. An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination. Not offered in 1972-73.

111, 112. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. Fall term: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Spring term: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the text and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination. Not offered in 1972-73.

125. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works ot the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky. Not offered in 1972-73.

126. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitzin, Gladkow, and prose writings of the Symbolist movement. Not offered in 1972-73.

127. DOSTOEVSKY IN TRANSLATION. A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov*. The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed*. Not offered in 1972-73.

129. TOLSTOI IN TRANSLATION. A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina*. Some of Tolstoi's philosophical and religious works will also be read and analyzed. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

SPANISH

101, 102. ELEMENTARY SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE SPANISH. A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination. Each term.

105. GRAMMAR AND COMPOSITION. An intensive course in written Spanish, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination. Spring term.

107, 108. CONVERSATION. An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination. Each term.

109. SPANISH PHONETICS. The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination. Not offered in 1972-73.

111, 112. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination. (See Carnegie-Mellon course offerings.) Each term.

115. SPANISH CIVILIZATION. The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination. Not offered in 1972-73.

117. SPANISH AMERICAN LITERATURE. An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 112 or placement examination. Fall term.

130. SPANISH IN MEXICO. The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor. Interim.

141. SPANISH LITERATURE OF THE GOLDEN AGE: DRAMA. The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 112 or placement examination. Not offered in 1972-73.

142. SPANISH LITERATURE OF THE GOLDEN AGE: NON-DRAMATIC. Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de Vega, Quevedo, and Góngora. Prerequisite: Spanish 112 or placement examination. Not offered in 1972-73.

151. SPANISH LITERATURE OF THE NINETEENTH CENTURY. A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 112 or placement examination. Not offered in 1972-73.

155. SPANISH LITERATURE OF THE TWENTIETH CENTURY. The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 112 or placement examination. Not offered in 1972-73.

320. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Spanish 112. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

OTHER DEPARTMENT OFFERINGS

101, 102. ELEMENTARY ITALIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Not offered in 1972-73.

MUSIC

Professor Wichmann (Chairman); Associate Professor Coyner; Assistant Professors Malfatti and Spinelli; Lecturers Kennedy, Ross and Stolarevsky.

Major Requirements: 14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees.

MATERIALS OF MUSIC

101. SEMINAR IN GENERAL MUSIC. General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods. Fall term.

102. MATERIALS OF MUSIC I. A study of scales, intervals, triadic structure in progression and phrase organization correlated with development of aural, keyboard, and writing skills. Prerequisite: Music 101 or equivalent. Spring term.

103. MATERIALS OF MUSIC II. Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural keyboard facility. Prerequisite: Music 102 or equivalent. Fall term.

104. MATERIALS OF MUSIC III. Study of modern techniques with analysis of the styles of important composers of the late nineteenth and twentieth centuries. Creative writing. Prerequisite: Music 103 or equivalent. Spring term.

105, 106. COUNTERPOINT. Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

HISTORY AND LITERATURE OF MUSIC

110. PROBLEMS IN THE PERFORMANCE OF TWENTIETH CENTURY MUSIC. Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Special emphasis will be placed on some of the more progressive tendencies of

the present, their philosophic orientation and unique problems of production (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. In developing a sense of later twentieth century performance practice, a contrast will be made with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music. Interim. Not offered in 1972-73.

111. MUSIC THROUGH THE RENAISSANCE. Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance. Fall term.

112. MUSIC IN THE AMERICAS. The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture. Not offered in 1972-73.

113. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Not offered in 1972-73.

114. VIENNESE CLASSICAL MUSIC. Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music. Not offered in 1972-73.

115. OPERA THROUGH THE NINETEENTH CENTURY. An examination of opera as a combined art form beginning with its origin in Italy and including significant contributions of the lyric theatre in Europe and America. Not offered in 1972-73.

116. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Not offered in 1972-73.

117. OPERA IN THE TWENTIETH CENTURY. An examination of the opera of modern times with emphasis on the contributions of American composers. Fall term.

118. MUSIC OF THE NINETEENTH CENTURY. A presentation of important orchestral and choral works of the Romantic period. Spring term.

119. CONTEMPORARY MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American. Not offered in 1972-73.

121. NON-WESTERN MUSIC: THE HUNTERS. Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups. (See also Black Studies.) Fall term.

122. NON-WESTERN MUSIC: THE MUSICIANS. An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors. Spring term.

123, 124. HISTORY OF MUSIC. The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term. Each term.

126. PIANOS, PIANISTS, AND PIANO PLAYING. A consideration of the activity of musical performance on the pianoforte including a survey of the development of the instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician. Spring term.

183. BLACK MUSIC. A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and

Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. (See also Black Studies.) Fall term.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass-fail course. Prerequisite: One year of French. Fall term.

APPLIED MUSIC

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. VOICE. Sec. A ½ course. Sec. B 1 course. Each term.

133, 134. PIANO. Sec. A ½ course. Sec. B 1 course. Each term.

135, 136. ORGAN. Sec. A ½ course. Sec. B 1 course. Each term.

137, 138. VIOLIN. Sec. A ½ course. Sec. B 1 course. Each term.

141, 142. VIOLA. Sec. A ½ course. Sec. B 1 course. Each term.

143, 144. ORCHESTRAL INSTRUMENTS. Sec. A ½ course. Sec. B 1 course. Each term.

ENSEMBLE

151, 152. CHOIR. Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course. Each term.

153, 154. INSTRUMENTAL ENSEMBLE. Preparation and performance of chamber music for various ensembles. ½ course. Each term.

PHILOSOPHY AND RELIGION

Professors Arnett (Chairman) and Chan; Assistant Professor Morrill; Instructors Crumbine and Nicholson; Lecturers Kaplan and Simms.

Major Requirements: 10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

PHILOSOPHY

011. FRESHMAN SEMINAR: THE MEANING OF HUMAN EXISTENCE. This seminar will focus on the question of whether human existence has any ultimate meaning. Religious, philosophical, and scientific perspectives will be explored. Special attention will be given to the contemporary existentialists and analysts who argue that existence is ultimately absurd or meaningless and their attempts to find limited meaning for the life of the individual. Fall term.

111. INTRODUCTION TO PHILOSOPHY: LOGICAL PROBLEMS. The course will begin by teaching a student to recognize an argument and to use elementary tech-

niques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief. Not offered in 1972-73.

113. INTRODUCTION TO PHILOSOPHY: PHILOSOPHICAL ISSUES I. An introductory exploration through readings and discussions of the perennial problems of philosophy: the nature of knowledge, the relation of mind and body, freedom and determinism, ethical problems, the existence of God. Readings from the various periods of Western philosophy. Fall term.

114. INTRODUCTION TO PHILOSOPHY: PHILOSOPHICAL ISSUES II. An examination beginning with man as an individual and leading toward a more comprehensive understanding of man as he relates to the world around him. The question "What is philosophy?" will also be raised, in so far as it relates to man as a thoughtful being. Selected writings from Nietzsche, Plato, Aristotle, Descartes, Hume, Heidegger, and the Bible. Spring term.

118. ADVANCED INTRODUCTION TO PHILOSOPHY: PROBLEMS IN KNOWING, BEING, AND ACTING. An advanced introduction to philosophy which may be taken by juniors and seniors or by sophomores who have taken an earlier course in philosophy. Readings, lectures, and discussions on the problems of knowing, being, and acting as presented by selected Western philosophers. Not offered in 1972-73.

119. LOGIC. An introductory study of classical and modern logic. Fall term.

120. LOGIC. An introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119. Not offered in 1972-73.

130. LAW AND MORALITY. The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be

considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide; and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue. Spring term.

220. AGAPE AND EROS. A discussion of the nature of love as it has come to us through the Greek and Christian traditions; i.e., love as a desire for self-fulfillment and love as a selfless expression arising from an already existent fulfillment. This subject will be explored with particular reference to an understanding of self through the works of Plato, Thomas Mann, Cervantes, Buber, Niebuhr, The Bible, and Virginia Woolf. Interim.

223. HISTORY OF PHILOSOPHY: ANCIENT PHILOSOPHY. An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as its relevance to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle. Fall term.

224. HISTORY OF PHILOSOPHY: MEDIEVAL PHILOSOPHY. An exploration beginning with Dante of Medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology, the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas. Spring term.

225. HISTORY OF PHILOSOPHY: FROM DESCARTES TO KANT. Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1972-73.

226. HISTORY OF PHILOSOPHY: THE NINETEENTH CENTURY. Readings, lectures, and discussions in the philosophy of the nineteenth century. The course will

deal particularly with the philosophy of Hegel, Kierkegaard, Schopenhauer, Nietzsche, Marx, Mill, and Freud. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1972-73.

232. CONTEMPORARY ETHICAL THEORY. The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1972-73.

234. SEMINAR: SELECTED THEMES AND PROBLEMS IN PHILOSOPHY. An advanced course which investigates in some detail specific problems and themes or, in some instances, the writings of an individual philosopher. In 1972-73 this seminar will explore EXISTENTIAL PHILOSOPHIES OF ART. The readings will be from the writings of Marcel, Sartre, Camus, Merleau-Ponty, and Heidegger. Spring term.

240. WILLIAM JAMES AND THE ORIGIN AND SIGNIFICANCE OF RELIGION. An intensive and critical reading of a single book, William James' *The Varieties of Religious Experience*. The final week of the course will be devoted primarily to the completion of either a critical paper or a project designed to illuminate, expand, or repudiate the Jamesian view of one of the following: 'the sick soul,' 'the divided self,' 'conversion,' 'saintliness,' and 'mysticism.' Interim.

251. PHILOSOPHY OF ART. Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment. Not offered in 1972-73.

254. PHILOSOPHY OF RELIGION. A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion. Fall term.

257. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Spring term.

259. EXISTENTIALISM. An exploration beginning with Dostoyevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoyevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoy, Camus, Sartre, and Heidegger. Fall term.

272. AMERICAN PHILOSOPHY. The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy. Not offered in 1972-73.

283. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor. (See also Black Studies.) Each term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RELIGION

✓115. THE RELEVANCE OF THE OLD TESTAMENT. An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary forms, institutional structures and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society. Spring term.

✓151. THE COMPARATIVE STUDY OF RELIGION. A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied. Fall term.

155. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor. Spring term.

157. WORLD RELIGIONS I. A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena. Not offered in 1972-73.

158. WORLD RELIGIONS II. Post Biblical Judaism and its relationship to Christianity and Islam. Not offered in 1972-73.

184. THE DEVELOPMENT OF THE BLACK CHURCH. The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. (See also Black Studies.) Spring term.

252. SEMINAR IN MODERN RELIGIOUS THOUGHT. Using the thought of Paul Tillich as a focus, a number of central problems in modern religious thought will be examined: the nature of religious language, truth in religion, the relationship between existentialism and theology, and the question of Christ and history. Spring term.

342. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including

such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor. Not offered in 1972-73.

345. RELIGIOUS ETHICS AND MODERN THOUGHT. An examination of the interaction between religious ethics and modern thought, focusing on contemporary theories of the self, the problems of ethical objectivity and decision-making, and selected issues in social ethics. Not offered in 1972-73.

353. SEMINAR IN THEOLOGICAL ETHICS. Important cases in ethics: an analysis of various ethical problems of particular contemporary significance. Topics will include sexuality and the ethics of sex, medical ethics, and the ethics of war, violence, and revolution. Not offered in 1972-73.

501, 500, 502. INDEPENDENT STUDIES. Each term and Interim.

PHYSICAL EDUCATION

Associate Professor Blayden (Chairman); Instructor Young; Lecturer Rosen.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

SPORTS

111. ARCHERY AND BOWLING. Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course. Spring term.

114. FENCING. Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course. Spring term.

115. GOLF. Knowledge of golf techniques and skills; strategy of the game. ½ course. Fall term.

117. RACKET TECHNIQUES—TENNIS—BADMINTON. Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course. Each term.

119. SKIING—CONDITIONING AND TECHNIQUES. Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course. Fall term.

121. SELF-DEFENSE. Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course. Fall term.

123. TUMBLING AND FREE EXERCISE. The course will include basic skills and progressions of stunts and tumbling. As the skills are acquired, emphasis will be on developing free exercise routines which combine the tumbling with ballet, standing and aerial skills. Body control will be stressed. Each term.

136. BASKETBALL—SOFTBALL. Basic skills and techniques will be taught with emphasis on team tactics and strategy relevant to being a participant as well as a spectator. ½ course. Spring term.

151. SWIMMING—AQUATIC SKILLS. Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course. Each term.

154. SPRINGBOARD DIVING AND REBOUND TUMBLING. Introduction to skills and techniques involved in springboard diving in elementary trampoline work. Emphasis on balance and body control while in the air. Skills taught according to progressive difficulty. ½ course. Fall term.

155. LIFE SAVING AND WATER SAFETY INSTRUCTORS. (American Red Cross). Skills leading to safety in and on the water in order to care for one's self and the rescue of others. Methods of teaching swimming skills to others with emphasis on safe and skillful conduct in water activities. ½ course. Each term.

190. MOVEMENT COMPONENTS IN THE OPEN CLASSROOM. Curriculum, methods and materials used in providing movement possibilities in open schools. Prerequisite: Permission of the instructor. Interim.

218. INTERMEDIATE AND ADVANCED TENNIS. Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course. Each term.

DANCE

141. INTRODUCTION TO MODERN DANCE. For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course. Fall term.

143. MODERN DANCE. For intermediates. Intermediate technique, improvisation and choreography. ½ course. Fall term.

146. DANCE IN SOCIETY. Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society? Spring term.

501, 500, 502. INDEPENDENT STUDY.

POLITICAL SCIENCE

Assistant Professors Chaffey, King and Leighton (Chairman); Instructor McKechnie.

Major Requirements: 12 courses in political science, including the tutorial.

011. FRESHMAN SEMINAR: ALIENATION IN MODERN SOCIETY. An examination of the ways in which social scientists conceptualize alienation and the types of research currently being done on social and political alienation. Fall term.

101. AMERICAN POLITICAL PROCESSES. The course involves an inquiry into the politics of American democracy—the articulation of interests, bargaining and accommodation, and decision making. More specifically, it centers on the study of political behavior within the context of the principal American political institutions, including political parties, political interest groups, legislatures, executives, and courts. Fall term.

102. APPROACHES TO THE STUDY OF POLITICS. An examination of various modes of inquiry and conceptual developments in the study of politics. The course will review various meanings and implications of the "scientific" study of politics. The course will then proceed to examine specific approaches—systems analysis, conflict analysis, decision making, group theory, game theory—both on their theoretical and empirical levels. Not offered in 1972-73.

103. COMPARATIVE POLITICS. An introduction to the study of Comparative Politics. Various techniques of comparing political systems will be explored such as systems theory, functionalism, and the historical and institutional approaches. Examples will be drawn from contemporary political systems in an attempt to demonstrate the utility of comparative political inquiry. Fall term.

104. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Spring term.

106. POLITICAL THOUGHT. An introductory exploration of the fundamental normative questions of politics. It will examine the various methods of political thought and especially the range of solutions to the problems of authority, obedience, freedom, equality and justice in such theorists as Hobbes, Locke, Rousseau, Burke, and Marx. Spring term.

108. POLITICAL BEHAVIOR. An examination of political attitudes and types of political participation in the U.S. Emphasis will be placed on differences in political behavior, political learning, and political attitudes which result from membership in various social classes and ethnic groups. Spring term.

126. COMPARATIVE POLITICS OF WESTERN EUROPE. A comparative study of the major political systems of Western Europe. The course will examine systemic and middle-level theoretical approaches to the study of comparative politics. It will then focus on cross-national comparisons of political structures and functions as well as historical developments of the political systems of England, France, and Germany. Not offered in 1972-73.

148. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization, and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. (See also Black Studies.) Not offered in 1972-73.

183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves in-

dependent study in areas of special interest. (See also Black Studies.) Not offered in 1972-73.

184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. (See also Black Studies.) Not offered in 1972-73.

190. THE STUDY OF THE CITY: PITTSBURGH. This course will focus on the geographic and demographic characteristics of the city of Pittsburgh as factors in the pattern and problems of urban change in the 1970's. Special attention will be given to problems of transportation, housing patterns, education and industrial location and growth. The course will concern itself with the geographic and demographic factors which have both contributed to the existence of the above problem areas and which have limited the range of solutions which are possible or have been taken to date by the city. Problem areas and current urban actions will be explored in depth through discussions with urban leaders and citizen-activists and through field trips to relevant institutions and locations. Interim.

192. GOVERNMENT AND THE ECONOMY. An investigation and analysis of federal and state government in the economic life of the United States. Topics included are fiscal policies, taxation, the budget, business regulation, agricultural programs, and welfare measures. Prerequisite: Economics 101 or permission of the instructor. Not offered in 1972-73.

201. CIVIL LIBERTIES. An exploration of the evolving meaning and scope of individual rights which are protected by the U.S. Constitution. This will be done through an analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or permission of the instructor. Fall term.

202. THE AMERICAN JUDICIAL PROCESS. This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Spring term.

203. POLITICAL PARTIES AND ELECTORAL BEHAVIOR. A study of American political parties in terms of their organizational, governmental, and electoral context. The course will focus on the role parties have played in terms of political choice, partisanship, and leadership in the American political system. Special attention will be given to the revision of democratic theory in light of empirical studies on parties and electoral behavior. Spring term.

204. STATE AND LOCAL LEVEL POLITICS. A study of American regional politics. The structures, functions, and politics of American state governments and their county, city, and district subdivisions will be considered. The course will also consider the position of states within the federal system and evolving patterns of regional and intergovernmental relationships. Metropolitan governments will be examined as a particular problem area. Not offered in 1972-73.

205. COMPARATIVE POLITICAL DEVELOPMENT. This course will be concerned with the political process in the non-western world, i.e., the "developing" nations of Africa, Asia, and Latin America. Considerable emphasis will be placed on the theories of political development as well as an examination of various polities ranging from pre-industrial states to contemporary independent nations. Topics covered will include the types of political organizations, their role in the politics of new states, problems and types of leadership including charismatic, bureaucratic, political, and military. Finally, the course will examine the phenomenon of social change including revolution in all its various aspects. Fall term.

206. RURAL POLITICS—POPULISM AND PEASANT REVOLTS. Using nineteenth century agrarian populism as a focal point, selected cases of peasant-based political

movements in developing societies will be examined. The purpose of this analysis will be to attempt to understand the dynamics of social and political change in peasant societies with regard to innovation, reform, and revolution. Spring term.

207. WESTERN POLITICAL THOUGHT I. A critical examination of the chief political philosophers from Plato to Machiavelli. Included will be a survey of the origins of political thought in Greek philosophy, the new dimensions of community in Stoic and Roman thought, and Machiavelli and the new study of politics. Prerequisite: Political Science 106 or permission of the instructor. Fall term.

208. WESTERN POLITICAL THOUGHT II. A survey and analysis of major political thinkers from Hobbes to Marx. The development of liberal thought is given special emphasis. Prerequisite: Political Science 106 or 207 or permission of the instructor. Spring term.

209. COMPARATIVE MARXIST THOUGHT. A critical examination of classical Marxist thought and of those theorists who have extended, reinterpreted, or revised Marxist thought. Special attention will be devoted to interpretations of Marxist philosophy of history, structure of societies, interpretations of revolution and Marxist Humanism. Prerequisite: Political Science 106 or 207 or 208 or by permission of the instructor. Spring term.

211. METHODS OF POLITICAL RESEARCH I. A survey of the methods used in contemporary behavioral political research. Research strategies, research design, and elementary statistics for political research will be presented. Prerequisite: One 100-level course in Political Science or permission of the instructor. Fall term.

212. METHODS OF POLITICAL RESEARCH II. A continuation of Methods of Political Research I, involving field research on a specific topic in political behavior. Included will be construction of a questionnaire, drawing of a sample, interviewing, and computer data analysis. Prerequisite: Methods of Political Research I. Spring term.

216. URBAN POLITICS. A survey of the organization, politics, and problems of contemporary urban areas in the U.S. Fieldwork in the city of Pittsburgh will be required. Prerequisite: One 100-level course in Political Science or permission of the instructor. Spring term.

224. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Not offered in 1972-73.

228. PUBLIC ADMINISTRATION. This course is concerned with the growth of civil service bureaucracies in newly independent states. As the largest single employer in many new nations, the civil service is often a microcosm of political identifications, whether along ethnic or class lines which exist in the society. The phenomenon of the bureaucracy as an elite group within a society will also be explored. Not offered in 1972-73.

234. SEMINAR: POLITICAL ELITES. This course will survey the various general theories of political elites and then examine studies about the behavior and structure of political elite groups in various types of political systems. Not offered in 1972-73.

301. RESEARCH TOPICS: SEMINAR IN MIDDLE EASTERN POLITICS. A research seminar which will focus on the Arab-Israeli Conflict, and will deal with the fundamental questions underlying the positions of the antagonists which have their origins sixty years before the founding of Israel in 1948. Questions to be explored are the origins of Zionism, Arab nationalism, land settlement and tenure, the refugee question, and Palestinian Arab resistance. Prerequisite: Political Science 103, 104, 205 or permission of the instructor. Fall term.

303. RESEARCH TOPICS: POLITICAL IDEAS AND INDUSTRIAL SOCIETY. An attempt to identify and typologize socio-political criticism from the works of

selected 19th and especially 20th century political theorists of industrial society. Emphasis will be placed on the analytic-prescriptive dimension of such theorists as Ellul, Mumford, Fromm, and Marcuse. Prerequisite: Political Science 207 or 208 or 209 or permission of the instructor. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term.

PSYCHOLOGY

Professor Diggory (Chairman); Associate Professor Lackner; Assistant Professors Grill, Hershberger and Rifkin; Laboratory Assistant Serfass.

Major Requirements: 11½ courses, including the tutorial. Students majoring in psychology are required to take the following courses: Mathematics 110, which prospective majors should complete by the end of the sophomore year; Psychology 111, 302, 603 and 604. In addition, majors must choose one psychology course from each of the following three groups: Group A: 121, 122, 123, 124; Group B: 131, 132, 133; Group C: 141, 142. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section.

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Mathematics 110 in the freshman year and Psychology 111 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 101, 102, 221, 222, 251 and 252 (Physics I and II); Biology 143, 144, 201, 204, 241; Chemistry 103, 205, 208.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

101. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion, weekly. Each term.

102. ADVANCED GENERAL PSYCHOLOGY. Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses. Each term.

111. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Required of all majors. Prerequisite: Mathematics 110 or equivalent. Fall term.

121. LEARNING: BASIC PROCESSES. (Group A.) *Lecture.* Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks. Fall term.

121A. *Laboratory.* Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course.

122. VERBAL LEARNING AND COGNITIVE PROCESSES. (Group A.) *Lecture.* An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking. Spring term.

122A. *Laboratory.* Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course.

123. PERCEPTION. (Group A). *Lecture.* An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Spring term.

123A. *Laboratory.* Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. ½ course.

124. MOTIVATION. (Group A). *Lecture.* A survey of the concepts and data related to the arousal and direction of behavior. Fall term.

124A. *Laboratory.* Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course.

131. SOCIAL PSYCHOLOGY. (Group B). *Lecture.* A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101. Fall term.

131A. *Laboratory.* Field studies and laboratory experiments on behavior in social situations. ½ course.

132. PERSONALITY. (Group B). *Lecture.* A survey of the modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Spring term.

132A. *Laboratory.* Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course.

133. BEHAVIORAL PATHOLOGY. (Group B). *Lecture.* A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Each term.

133A. *Laboratory.* Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course.

141. PHYSIOLOGICAL PSYCHOLOGY. (Group C). *Lecture.* The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 201, 202 or Psychology 101, 102. Fall term.

141A. *Laboratory.* Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course.

142. DEVELOPMENTAL PSYCHOLOGY. (Group C). *Lecture-Laboratory combined.* An overview of psychological development from birth through adolescence, with special emphasis on the preschool years. Lectures, discussions, and laboratories alternate in the same weekly time periods. The course is taught at Carnegie-Mellon University using its child development laboratory and facilities, by staff members of the psychology departments of Chatham College and Carnegie-Mellon University. Spring term.

143. EXPERIMENTAL CHILD PSYCHOLOGY. An advanced laboratory-seminar. Experimental research projects on topics of special interest to individual students. Prerequisite: Psychology 142. Fall term.

150. FROM DEMONOLOGY TO DESENSITIZATION. An examination of historical and contemporary approaches to "abnormal" behavior, with emphasis on cultural differences in defining and manipulating socially intolerable individuals. The goals of the course will be achieved through visits to European "treatment" centers which

either played important roles in the past (such as, Gheel in Belgium, the York Retreat in England, or La Salpêtrière in Paris) or which presently have innovative programs occasionally emulated in the United States (such as, Maudsley Hospital and Kingsley House in London, "hospital-factories" in Wales and The Netherlands, the Jung Institute in Zurich, Jones' therapeutic community in Scotland, etc.). Tours of the institutions and centers will be combined with opportunities for staff-student and client-student interactions. Prerequisite: Introductory Psychology and Behavior Pathology or its equivalent. Interim. Not offered in 1972-73.

151. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Prerequisite: Mathematics 110. Fall term.

302. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department. Spring term.

350. HISTORY AND SYSTEMS OF PSYCHOLOGY. A seminar dealing with historical and contemporary trends in psychology. Open to sophomores with permission of the instructor. Spring term.

352. SPECIAL TOPICS. Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest. Any term or Interim as arranged.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

SOCIOLOGY-ANTHROPOLOGY

Professor Adelman; Instructors Huber, Kitzerow and Rothman (Chairman).

MAJOR REQUIREMENTS: 10 courses in sociology-anthropology, including the tutorial. Students majoring in sociology-anthropology are expected to take the following as part of their program: Sociology-Anthropology 101, 103, 104, 107, 108, and the tutorial. Majors are strongly urged to take Sociology-Anthropology 115 and 116.

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

101. INTRODUCTION TO SOCIOLOGY. Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Fall term.

103. EARLY MAN AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Fall term.

104. INTRODUCTION TO CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Sociology 103 recommended but not prerequisite. Spring term.

107, 108. METHODS OF SOCIAL RESEARCH I, II. A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor. First term is prerequisite for second term. Each term.

114. CULTURE, SOCIAL STRUCTURE, AND PERSONALITY. This course relates theories of (1) knowledge, belief, evaluation and religion; (2) structure of social institutions; and (3) variations in national character. What theoretical and empirical basis is there for the discovery of correspondences between these three different levels of analysis of society? Special attention is given to Weber, Durkheim, and Freud, both their own writings and the writings of those who have worked in, or against, one or more of these "schools" of social science. The role of Parsonian action theory in integrating the several levels of analysis is considered. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1972-73.

115, 116. HISTORY AND DEVELOPMENT OF SOCIOLOGICAL THEORY. Readings in classical and modern theorists. The emergence of contemporary theoretical orientations and concepts is traced. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. First term is prerequisite for second term. Each term.

118. CONTEMPORARY SOCIAL THEORY. Important contributions to social theory with special emphasis upon the relation of modern empirical research to present

day sociological and anthropological theory. Students will be given opportunity for independent study under faculty supervision, and familiarity with source materials will be emphasized. Not offered in 1972-73.

122. ORGANIZATIONS IN MODERN SOCIETY. Case studies of the types of organizations characteristic of Western industrial society. Each student will select an organizational area in which to focus her reading. The specific areas will include: educational, governmental, military, health, correctional, and religious. Special attention to the problems of bureaucracy and of total institutions in modern society. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Spring term.

124. SOCIAL MOVEMENTS. An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1972-73.

126. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. Prerequisite: Sociology-Anthropology 103. (See also Black Studies.) Not offered in 1972-73.

129. COMMUNITY STUDIES. This course cuts across the boundaries between sociology and anthropology. It studies the methods through which field workers in both disciplines produce encompassing multi-dimensional studies, using a variety of methods, of small-scale clearly bounded social systems. The distinguishing feature of this approach is that one individual, or at most a small team, aims to acquire an exhaustive knowledge of the "community," rather than a highly specialized understanding of limited aspects of the socio-cultural structures. Examples include studies of an African chiefdom, a group of Irish peasant farmers, a village of weavers in the Shetland Islands, and the "urban villagers" of an American ethnic neighborhood. Some experience of field observation in the Pitts-

burgh area will be provided. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Fall term.

130. CULTURAL ECOLOGY. An examination of the relation between land use and social organization in tropical "primitive" societies. Readings will focus on several well-documented case studies in an attempt to gain understanding of: (1) the techniques and considerations which are important to the human geographer in studying a tropical land use system and (2) the relation of various features of such a system to social structure, by means of land tenure, labor group mobilization, and cosmology. Case studies relating to swidden, terraced, and irrigated agricultural systems will be considered. The instructor will utilize slides and raw data from his own fieldwork. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Interim.

134. "PRIMITIVE" SOCIAL ORGANIZATION. The web of interpersonal relationships arising from marriage, and from descent reckoning. An overview of the adaptive and maladaptive group expectations that ensue from the bonds of kinship in all human societies. Prerequisite: Early Man and Culture and/or Cultural Anthropology. Spring term.

136. DEVELOPMENT OF ANTHROPOLOGICAL THEORY: 19th CENTURY TO THE MID-20th CENTURY. An examination of the development of anthropological theory out of the intellectual context of the 19th century, focusing on the anthropological formulation of the concepts of "society" and "culture." Readings will include original theoretical works and classic ethnographies. Historical, comparativist and functionalist perspectives will be considered, as well as certain substantive issues which have served as foci of theoretical controversy. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Fall term.

137. CONTEMPORARY ISSUES IN ANTHROPOLOGICAL THEORY. A continuation and complement of "Development of Anthropological Theory: 19th Century to the Mid-20th Century." Four major identifiable approaches in modern anthropology will be studied. The focus will be on the development of the ideas of "society" and

"culture," and materials will include classic ethnographic studies particularly Leach's *Political Systems of Highland Burma* and original theoretical writings. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Spring term.

141. POLITICAL ANTHROPOLOGY. An ethnological survey of the rise of political society. When, where, and under what conditions can be discerned the emergence of "social stratification," "law," and "the state?" Can these be said to be new developments? What are the main contrasting arguments? Prerequisite: Permission of the instructor. Not offered in 1972-73.

142. ANTHROPOLOGY OF OCEANIA. An introduction to the history and peoples of the Pacific, with special emphasis on Melanesia. Special attention will be given to political systems and religion as foci of cultural integration and comparison. The readings will include intensive examination of selected ethnographies and essays as discussing certain widely encountered cultural phenomena such as political systems focusing on "self-made big men." Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Fall term.

143. PEOPLES OF ASIA I: EAST ASIA. Developmental processes and variations in cultures of China, Japan, Korea, Tibet, Mongolia, and Siberia. Recommended: Anthropology 103, 104, or Sociology 101. (See also Black Studies.) Not offered in 1972-73.

144. PEOPLES OF ASIA II: SOUTH AND SOUTHEAST ASIA. Developmental processes and variations in cultures of India, Ceylon, mainland Southeast Asia and Indonesia. Recommended: 103, 104, or 101. (See also Black Studies.) Not offered in 1972-73.

146. ANTHROPOLOGY OF RELIGION: ANIMISM TO MONOTHEISM. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Sociology-Anthropology 101, 103, or permission of the instructor. Fall term.

147. COMPARATIVE INSTITUTIONS: A RESEARCH SEMINAR. Cross-cul-

tural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Spring term.

150. REVITALIZATION MOVEMENTS. Studies of organized efforts by members of culturally distinguishable groups, mainly in colonial areas, to change their situation. Prerequisite: Sociology-Anthropology 101, 104, or permission of the instructor. (See also Black Studies.) Interim.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

PROGRAM IN BLACK STUDIES

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including the tutorial. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements:*

Education 301. TEACHING IN AN URBAN SETTING. Juniors and seniors are eligible to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects sensitivity modules, readings, films, and tapes to incorporate into a specialized program of study. Dialogue with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. Teaching, in the student's area of competency, in an inner city school is provided through cooperation with the Pittsburgh Public Schools. Spring term.

Music 183. BLACK MUSIC. A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. Fall term.

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*Course descriptions also appear under departmental offerings.

Political Science 148. AFRICAN POLITICS. The objective of this course is to acquaint the student with the most important forces which are influencing contemporary African politics south of the Sahara. The traditional social and political system will be examined with an emphasis placed on the changes which have come about as a result of colonial rule, technological developments, urbanization, and the rise of African nationalism. Finally the politics of independent Africa are analyzed showing their relationship to traditional structures, the contemporary problems of economic development and political modernization, and the case of the dependent areas of southern Africa. Not offered in 1972-73.

Political Science 183. BLACK NATIONALISM. This course deals with the ideologies of de-colonization as seen through the eyes of Black people. It is structured around a series of lectures and seminars dealing with recent struggles of peoples of color against peoples of non-color in America and in the Third World. A second aspect of the course involves independent study in areas of special interest. Not offered in 1972-73.

Political Science 184. MARXISM AND BLACK IDEOLOGY. This course is designed to survey the ideology of Karl Marx as developed in Europe. Within this framework the ideology of Black American revolutionaries and Third World revolutionaries will be analyzed. Such revolutionaries as Malcolm X, Black Panthers, Robert Williams, Mao Tse Tung, Franz Fanon, Castro, and Nkrumah will be compared as to their similarities and differences from Marxian ideology. Not offered in 1972-73.

History 185. BLACK POLITICAL AND SOCIAL HISTORY TO 1865. An examination of some of the major political, social and economic developments in the unfolding of the Black experience on the African continent and in the United States to 1865.

Aspects of the Black experience to be investigated will be: the social-psychological impact of European penetration upon traditional African societies; slavery in the colonial and ante-bellum periods. Fall term.

History 186. BLACK POLITICAL AND SOCIAL HISTORY SINCE 1865. An examination of some of the major political, social and economic developments affecting the Black experience since 1865, giving attention to the Civil War period; abolitionism and revolt; the Civil Rights crusade; and the Black Power movement. Spring term.

Religion 184. THE DEVELOPMENT OF THE BLACK CHURCH. The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major sociopolitical implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirtuality expressed through the medium of music. Spring term.

581, 580, 582. Independent study may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

683-684. Tutorial studies may be undertaken in the Black Studies Program and/or departments with the consent of the instructor and the Black Studies Coordinator. Each term and Interim.

COURSES INDIRECTLY RELATED TO BLACK STUDIES

The following courses are considered as being indirectly related to Black Studies and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements. (For course descriptions, see departmental offerings.)

Economics 115. THE ECONOMICS OF UNDERDEVELOPED COUNTRIES. Fall term.

Economics 116. DEMOGRAPHIC ECONOMICS. Not offered in 1972-73.

History 143. AN INTRODUCTION TO ASIAN CIVILIZATION. Each term.

Music 121. NON-WESTERN MUSIC: THE HUNTERS. Fall term.

Philosophy 283. ASIAN PHILOSOPHY. Each term.

Sociology-Anthropology 126. SOCIAL STRATIFICATION. Not offered in 1972-73.

Sociology-Anthropology 143. PEOPLES OF ASIA I: EAST ASIA. Not offered in 1972-73.

Sociology-Anthropology 144. PEOPLES OF ASIA II: SOUTH AND SOUTHEAST ASIA. Not offered in 1972-73.

Sociology-Anthropology 150. REVITILIZATION MOVEMENTS. Interim.

WOMEN'S STUDIES

Biology 120. BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. Interim.

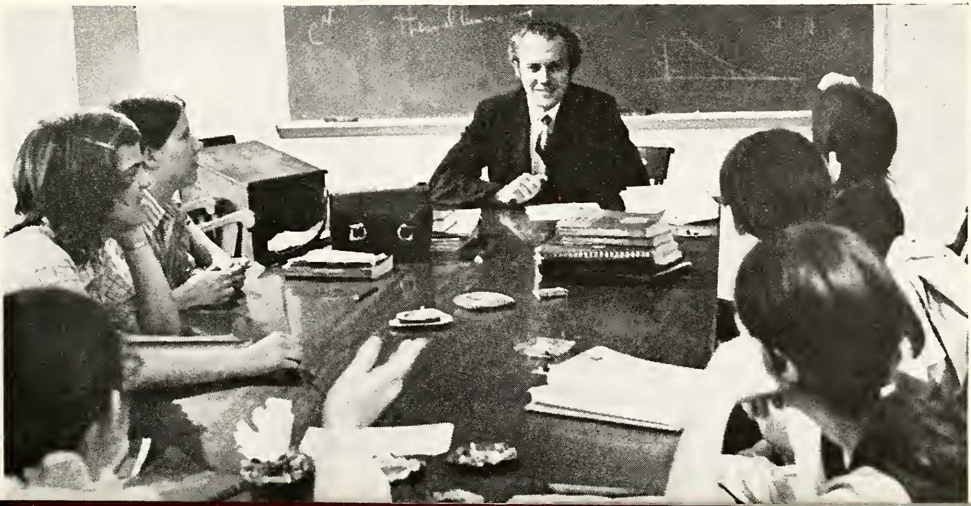
History 139. THE ROLE AND STATUS OF WOMEN IN HISTORICAL PERSPECTIVE. Fall term.

Physical Education 123. TUMBLING AND FREE EXERCISE. Each term.

Physical Education 141. INTRODUCTION TO MODERN DANCE. Each term.

Physical Education 143. MODERN DANCE. Each term.

Physical Education 192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Spring term.



The College

HISTORY

In 1869 a group of civic-minded Pittsburghers took the initiative in establishing in the city a college which would offer women students an educational program comparable to the finest offered young men.

The college was Pennsylvania Female College and, unlike many women's colleges which began as seminaries, it was from the beginning a full-fledged college offering the baccalaureate degree.

Twenty-one years after its founding the name was changed to Pennsylvania College for Women. The action to amend the charter was started through student petition to the Board of Trustees.

In 1955 PCW became Chatham College in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the City of Pittsburgh is named.

The fully accredited, non-sectarian College has grown from 103 students to an enrollment of more than 600, from an 11-acre, one-building campus to its present 30 buildings on 54 acres. Currently the College has an endowment of over eleven million dollars in market value.

More important than its physical growth has been Chatham's educational growth. The College has long been a pioneer in curricular progress. Its new academic program, adopted in the spring of 1970, again places the College in the forefront of national educational reform.

THE CAMPUS

Chatham College is located in a residential section of Pittsburgh only a few minutes away from the cultural and civic centers of the city.

In the center of the campus is the academic quadrangle with the Coolidge Hall of Humanities, the Falk Hall of Social Studies and the Braun Hall of Administration. This trio of buildings houses faculty and staff offices, classrooms, bookstore, post office, snack bar, language laboratory and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Completely renovated in 1966, it has large science laboratories as well as individual laboratory areas and the Earl K. Wallace Lecture Hall. Honoring one of Chatham's most distinguished alumnae, the Rachel Carson Memorial Reading Room contains approximately 4000 books and journals.

Completing the quadrangle is the Laughlin Memorial Library with approximately 94,000 volumes, and the Chapel which seats 700 people and has a four-manual Moeller organ with carillonic bells.

Construction has begun on the Jennie King Mellon Library which will have space for 175,000 volumes as well as individual study areas and special seminar rooms. Adjoining the library will be a lecture hall-little theatre seating 300 people. Andrew W. Mellon Hall, onetime home of the former Secretary of the Treasury, is the College's student-faculty center housing student activity and staff offices, meeting and recreation rooms, a regulation-size swimming pool and bowling alleys. An addition to Mellon Hall, containing dining facilities and a snack bar, is now under construction.

Chatham's student residences are unique in that they provide a variety of living experiences. During her four years at the College a student can live in the traditional college dormitory such as Woodland or Dilworth Halls, in an apartment suite such as those in Pelletreau Hall, or in the homelike atmosphere of the Julia and James Rea House or the Marjory Rea Laughlin House. Students may also live in Benedum Hall, once the home of oilman Michael L. Benedum. The Art Studio is located on the grounds of this former estate.

The campus includes a three and one-half acre recreation field, three all-weather tennis courts, and the Physical Education Center with a large gymnasium, dance studio, classrooms and seminar rooms.

Chatham's campus, spread over rolling hills, is especially admired for its splendid landscaping. It provides a handsome academic center in a major business and cultural metropolis.

THE COMMUNITY

The Chatham College community of 75 faculty members and 630 students provides a variety of experiences and yet assures each student individual consideration.

Most of Chatham's classes are small; over half have no more than 15 students enrolled, and the great majority have no more than 30. There are opportunities for seminar discussions and for numerous contacts with members of the faculty.

The quality of an educational institution is primarily dependent on the ability and training of its faculty. In this regard, Chatham is particularly fortunate. Its faculty is composed of men and women who are not only good teachers but take a personal interest in students and have the ability to embody the ideals of the liberally educated person.

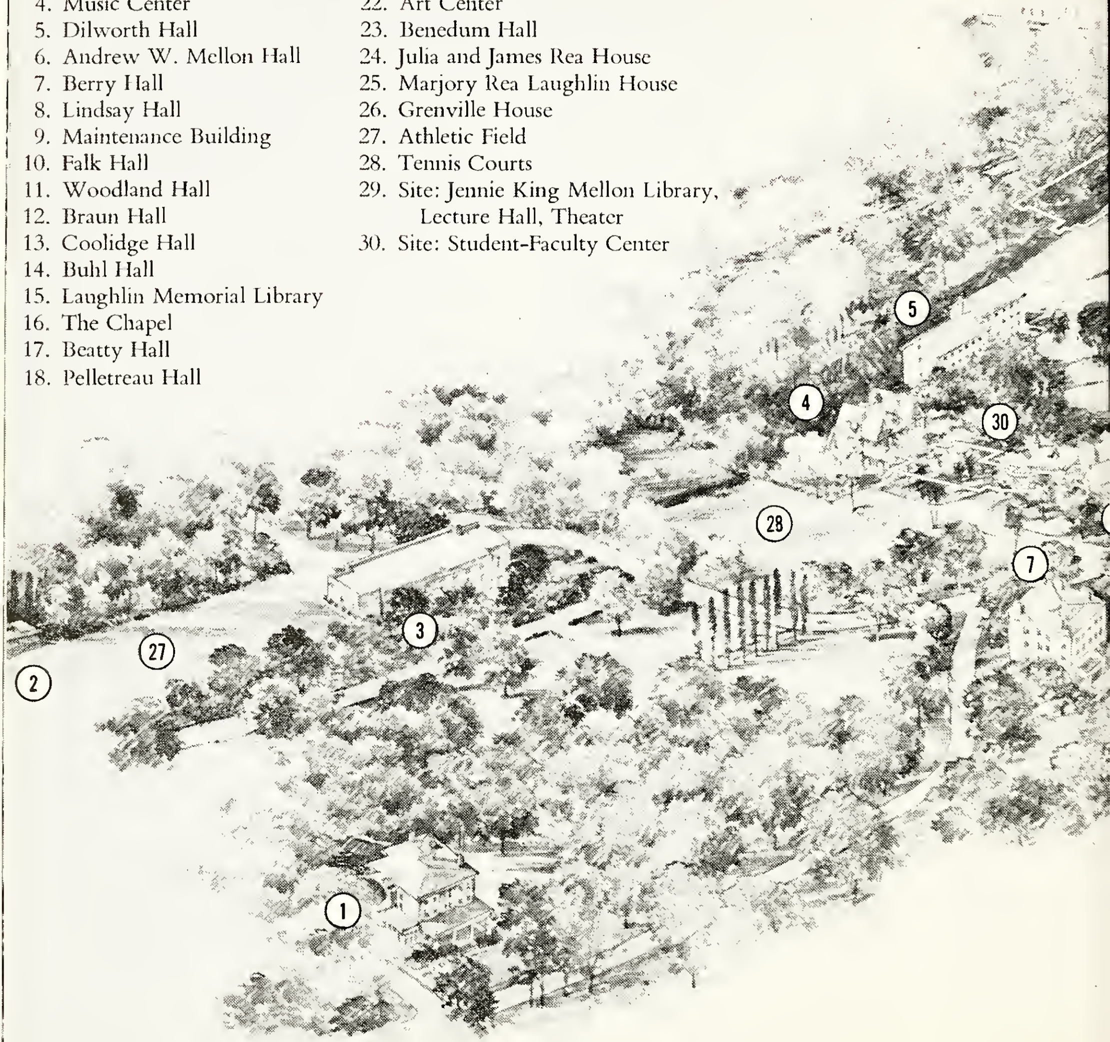
Chatham believes that students profit greatly from being instructed by and having access to creative teachers. In the faculty membership are artists, dramatists, musicians and scholars of major distinction. In addition to the permanent members of the faculty, Chatham invites nationally and internationally known artists and scholars to serve in residence.

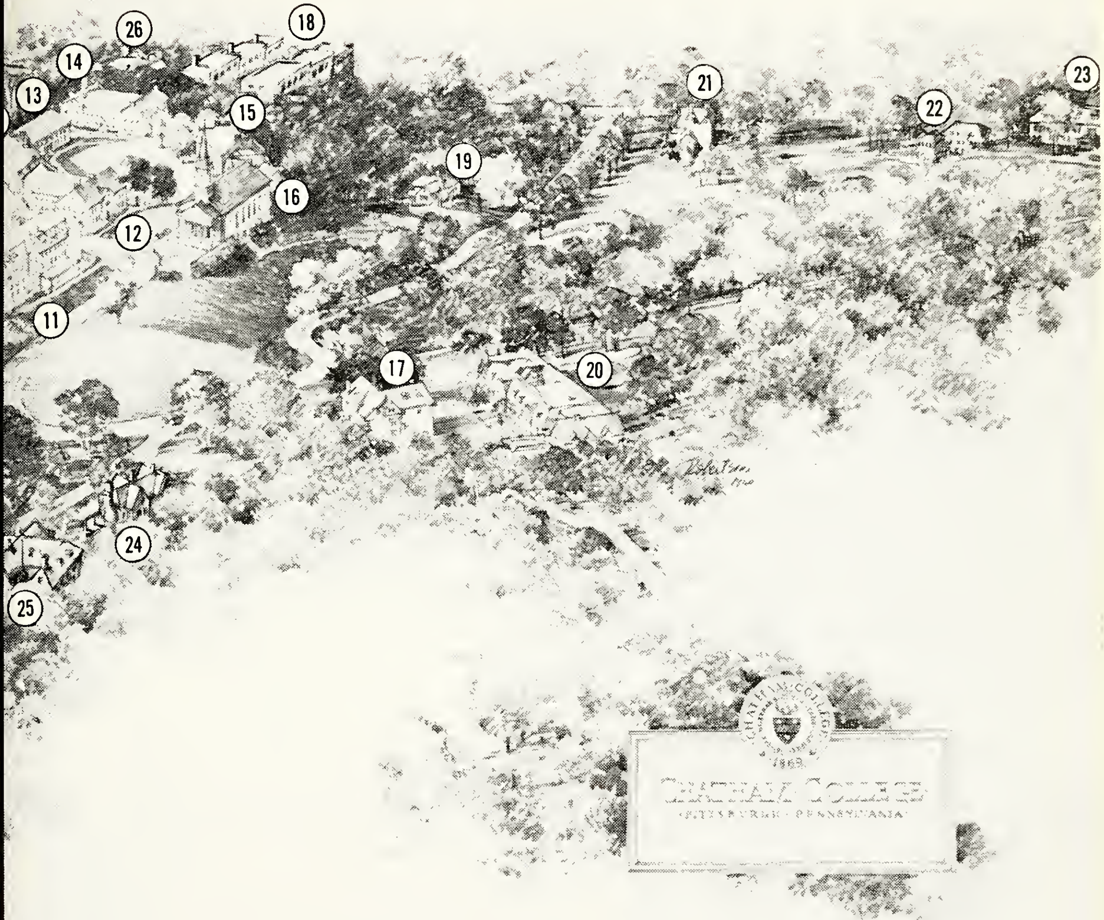
Chatham students are chosen for their academic competence, motivation, enthusiasm for learning and their ability to develop and accept increasing responsibility for their own education and lives. They represent diverse geographic, cultural, social, racial, religious and economic backgrounds as well as a variety of interests and talents in both academic and creative areas. A small number of foreign students are included in Chatham's enrollment each year. These students have come from Argentina, Colombia, Egypt, France, Germany, India, Iran, Japan, Kenya, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda and Hong Kong.

A vital part of each student's daily academic life is the Chatham College Honor Code, a code which reflects acknowledgement of the student's obligations not only to herself but to her fellow classmates, the College and the broader society. Every student, upon admission, automatically accepts the Honor Code.

Residence hall life is considered an integral part of the College's total program. Many

1. Gregg House
2. The Lodge
3. Physical Education Center
4. Music Center
5. Dilworth Hall
6. Andrew W. Mellon Hall
7. Berry Hall
8. Lindsay Hall
9. Maintenance Building
10. Falk Hall
11. Woodland Hall
12. Braun Hall
13. Coolidge Hall
14. Buhl Hall
15. Laughlin Memorial Library
16. The Chapel
17. Beatty Hall
18. Pelletreau Hall
19. Mary Acheson Spencer House
20. Fickes Hall
21. Gateway House
22. Art Center
23. Benedum Hall
24. Julia and James Rea House
25. Marjory Rea Laughlin House
26. Grenville House
27. Athletic Field
28. Tennis Courts
29. Site: Jennie King Mellon Library, Lecture Hall, Theater
30. Site: Student-Faculty Center

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CHATHAM COLLEGE
PITTSBURGH · PENNSYLVANIA

social and academic activities such as seminars, discussions with guest lecturers, parties and open houses take place in the residence halls. Visiting hours, within limits established by the College and the student House Board, are determined by each residence hall section. Adult head residents live in every residence hall.

Students whose parents live outside Pittsburgh and its neighboring communities are required to live on campus unless special permission is obtained from the Office of Student Services. Sophomores, juniors and seniors may apply to live off-campus. Parental permission is required for students under 21 years of age.

All students, whether resident or commuting, share in all College activities. The Day Students' Apartment in Dilworth Hall, with its living room, bedroom and kitchen facilities, is set aside for the exclusive use of commuting students. Day students have their own organization and their president is a member of the Chatham Student Government Board.

Chatham regards its students as effective participants in College affairs. By serving as voting members on almost all the College's planning and policy committees, students have played an important role in helping to develop the College of which they are a vital part. Students served on the committees which helped to shape Chatham's new curriculum and they also have assisted in planning the new library and student-faculty center. In addition, student representatives attend faculty meetings and student committees help in the interviewing of new members of the faculty and staff.

The Chatham Student Government coordinates student involvement in the affairs of the College. CSG gives voice to student concerns and maintains student participation in College committees. It also oversees various student boards and organizations.

Honor societies at Chatham are Mortar Board and the Omicron of Pennsylvania Chapter of Phi Beta Kappa. A student-affiliate chapter of the American Chemical Society meets regularly on campus.

Chatham's student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. All students are invited to contribute their artistic, writing or business talents to these publications.

Opportunities abound for students with dramatic or musical abilities. Those interested in theatre arts may write, stage, direct or take part in the production of plays. Students interested in music may participate after audition in the College choir or other campus musical groups and in various Pittsburgh orchestral and choral groups.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, skiing, swimming, tennis, bowling, fencing and canoeing. Arrangements can be made with nearby parks for horseback riding and golf. There are interclass sports competitions as well as Chatham teams competing with teams from nearby colleges.

THE CITY

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a combination of private and public interest, Pittsburgh has become in recent years one of the most vital and progressive cities in the country.

While over two billion dollars have been spent by industry to modernize the city, Pittsburgh's civic and cultural activities have not been allowed to lag. The varied facilities of a fascinating city are within minutes of the campus.

Most Chatham students take advantage of the opportunity to attend performances by the Pittsburgh Opera, the Pittsburgh Symphony Orchestra, the Pittsburgh Playhouse, the Chamber Music Society, and the readings of the world's most distinguished poets in the International Poetry Forum, as well as numerous other recitals, plays, concerts and programs.

The International Exhibition of Contemporary Art, sponsored every three years by the Carnegie Institute, is world famous. The Institute also sponsors many special exhibitions, and these, together with the permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. The Arts and Crafts Center, a few blocks from the campus, has exhibits each month. Other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is a short distance from the campus. Its large collection of volumes supplements the libraries of the colleges and universities in the Pittsburgh area. Carnegie Library is unusually well provided with books valuable for student research.

Many Chatham students participate in volunteer service projects in the city. Tutoring groups aid local schools and community centers, students serve in hospitals, youth organizations and a wide variety of health and welfare organizations.

Students also find the city of great value as a laboratory for course work. For example, sociology students work in settlement houses; education students do student teaching in surrounding schools; choral students participate in concerts with orchestras and other instrumental groups; and political science students work in the election process.

Beginning in the fall of 1971, the College extended its efforts, under the Pittsburgh-Chatham Program, to use the resources of the city in its curriculum. Departments identify individuals, agencies and facilities in Pittsburgh which relate to and enrich their course offerings, create new opportunities for independent study in an urban setting, and develop ways by which the College and the city can join in attempts to solve urban problems.

One of the chief advantages of Chatham's location within Pittsburgh is its proximity to five other colleges and universities. Cross-registration and cooperative programs with these institutions, in which Chatham students participate freely, are described elsewhere in this *Bulletin*.

SPECIAL PROGRAMS

Chatham College's public programs are planned to supplement what Pittsburgh offers in the arts and sciences. The hour from 11 to noon Tuesday and Thursday morning is reserved for all-campus programs. In addition, evening programs are scheduled throughout the year.

The special programs and series scheduled during the year at Chatham are listed below, followed by a roster of lecturers, visitors and events in recent years.

THE CHATHAM VISITORS PROGRAM is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days. The program is intended as a dialogue providing insights at a high level.

THE CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by leading American spokesmen presenting a variety of viewpoints, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by grants from The Maurice and Laura Falk Foundation and from the Leon Falk Family Trust.

Lecturers, Visitors and Special Programs at Chatham College in Recent Years

CHATHAM VISITORS

Senator Michael B. Yeats, President of the Irish Senate, and Mrs. Yeats, musician

Charles Bohlen, Former Ambassador to the Soviet Union, the Philippines and France

W. S. Merwin, Poet, author and translator

David Amram, Composer, conductor and author

Margaret Mead, Curator of Ethnology, American Museum of Natural History

Jesse Unruh, Former Speaker of the House, California Legislature, and past President of the National Conference of State Legislative Leaders

Edwin and Mary Scheier, Artists in ceramics, wood, prints and tapestries

George Wald, Higgins Professor of Biology, Harvard University and Nobel Laureate
Elizabeth Sewell, Poet, author and teacher

PROGRAMS IN THE ARTS

National Shakespeare Company in *She Stoops to Conquer*
Interaction Quartet, Concert of chamber music
Don Cossack Chorus
Pennsylvania Ballet, Classes and demonstrations
Betty Jones and Fritz Ludin, "Dances We Dance"
Henry Spinelli, Pianist
Phillips String Quartet
Evelyn Swarthout, Pianist
Hamilton and Chatham Colleges, Joint choir concert
Stephen Paulson, Bassoonist
Alfred Deller, English countertenor
Paintings by Jane Piper
Primitive Art from the collections of Chatham faculty members
Contemporary European and American Collage
Ceramics '72 by John and Susanne Stephenson, Gary McCloy and Jack Troy
Paintings by Diane Burko
Ceramics by Barbara J. Ford
Faculty and Student Art Exhibits

SPECIAL LECTURERS

Galway Kinnell, Poet in Residence of Pittsburgh colleges and universities
Reid Buckley, Author and political commentator
Kurt Vonnegut, Author and playwright
John W. Reps, Professor of City and Regional Planning, Cornell University

Alex Haley, Author of the as-told-to *Autobiography of Malcolm X*
John J. A. McLaughlin, Oceanographer, Chairman of Biological Sciences,
  Fordham University
Ralph Nader, Consumer advocate
Dr. Benjamin Spock, Physician and lecturer

COLLEGE SERVICES

Medical Services

The College maintains a student infirmary on campus which is under the direction of the College Physician and Resident Nurse. Students are responsible for making appointments to see the physician who calls at the Infirmary at stated office hours and is on call for emergencies at all other times. (See page 139, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents also may elect to have their daughters treated by a physician of their own choice, in which case a written request should be in the Infirmary records.

The student is required to have health and accident insurance. The College has planned for such a program with the Continental Casualty Company. This program is so comprehensive that it has the College's strong recommendation. (See page 138, Insurance fee.) Alternative plans will be accepted provided they offer equivalent benefits.

Counseling Services

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist. The Director also will design and carry out special campus education programs.

The Coordinator of Student Activities is the adviser to student activity groups and the supervisor of the Student-Faculty Center. The regular calendar of College activities is published in the Office of Student Activities.

The Director of Student Services and Financial Aid is responsible for residence hall matters such as staff, room assignments and changes, and dormitory programs. She also is prepared to discuss questions and problems concerning financial assistance with students and parents.

Office of Evaluation Services

This office undertakes that research which is needed from time to time for the evaluation of College programs or for the making of certain institutional decisions. It administers all programs of institutional testing and conducts general surveys. The office also collects study abroad information which it makes available to students and administers the study abroad program procedures for the Committee on Study Abroad.

Career Counseling

Career counseling and placement services are available to Chatham students who are making career decisions and attempting to find employment. A vocational library contains information about career opportunities and fields of particular interest to women. Conferences are scheduled on campus with qualified experts in various fields. Seniors may schedule interviews with prospective employers on campus. Current information concerning summer employment and part-time work is available to students.

Service in locating employment is also extended to alumnae. Their credential files are compiled and maintained in a central office.

The Director of the Pittsburgh-Chatham Program supplements these activities by helping to identify job and career opportunities in Pittsburgh area agencies and services.

Admission

Chatham's academic program is described on pages 1-13. In keeping with its academic emphasis, the College seeks to enroll competent and highly motivated students who have an enthusiasm for learning and the capacity for developing increasing responsibility for their own education and lives. In the process of acquiring and developing the skills and patterns by which they expect to live, students can expect support and advice from highly qualified and creative teachers.

From the total applicant group, the College selects those candidates who show the strongest evidence of these qualities. Evaluation is made on the basis of the candidate's record, recommendations, the interview, and all additional pertinent information made available by the candidate and/or the high school. In the process of selection the College also endeavors to enroll students representing a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—and having diverse interests and talents in both academic and creative areas.

The student's high school program should show an emphasis in English, foreign languages, history and social sciences, mathematics and science. This emphasis does not necessarily mean uniformity, either in subjects studied or in the number of units in any subject, nor should it exclude other elective courses such as art, music, and drama.

The student should keep in mind that her course selection should prepare her to do successful college work, not merely gain admission to college. Her records should indicate that she has taken advantage of the opportunities made available to her and that she will continue to do so.

The requirement of College Board entrance examinations was suspended at Chatham for an experimental three-year period, beginning in 1971. This is the student's guarantee that all of her other records, including her written statement on her application, will receive closest attention. The College believes that too much stress is placed on College

Board scores at the present time and that the scores do not necessarily reflect fairly the ability or motivation of a potentially successful student.

Candidates may submit test results (College Boards, American College Testing, etc.) if they believe the information will be helpful to the Committee on Admission. Prior to enrollment, but *after* admission decisions are made, all new students will be requested to submit results of the College Entrance Examination Board Scholastic Aptitude Test taken during the junior or senior years. These scores will be used for study purposes by the Office of Evaluation Services during the experimental period.

ADMISSION PROCEDURE FOR FRESHMEN

The admission procedure is a cooperative one between the student and the College. Upon the completion of the procedure, each party should have gained sufficient knowledge to make a reasonable and informed evaluation of the other. The College believes that its responsibility is to share with the applicant as much information as possible regarding academic programs, campus activities, and student life; the applicant's responsibility is to provide the required supporting credentials for her application and to keep the College advised of information which will be helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

The procedures for making application for admission are as follows:

1. File an application for admission with the Admissions Office, together with a non-refundable $20.00 processing fee. The application form may be obtained by writing to the Admissions Office. The fee may be waived in cases of extreme financial hardship. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Early application is advisable to assure prompt completion of all preliminary arrangements and credentials. The date of application is not considered in the selection of candidates, but Freshman Seminar and dormitory assignments are made according to the date on which applications are received. To be assured of full consideration and space in class and dormitory, candidates should apply before March 1 for fall entrance and before December 15 for February entrance.

2. (Optional, but strongly recommended.) Arrange to visit the campus and have a personal interview. An interview and campus visit are not required but are recommended for each prospective student before or after filing an application. The College welcomes prospective students and their families. The best way for a prospective student to become acquainted with Chatham is by touring the campus with a student guide, talking with students, faculty and staff, and observing one or more classes if time and circumstances permit. Every effort will be made to arrange at least one class visit for student visitors, Monday through Friday, if requested. There are no classes on Saturday.

The Admissions Office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12 noon from September to June. During the summer months, the office is not open on Saturdays. In order that students may talk with an admissions counselor or faculty members and have an opportunity to tour the campus with a student guide, *visitors are urged to make an appointment in advance with the Admissions Office*. In the event a student cannot come to the campus, she is encouraged to take the initiative to arrange for an interview with an Alumnae Representative (see pages 163-168 for names and addresses of Alumnae Representatives).

Upon receipt of the application, the College will provide the applicant with transcript and recommendation forms to be completed and returned to the College by her principal/counselor and two teachers best qualified to judge her academic ability and motivation. It is preferred but not required that one of the recommendations be from an English or foreign language teacher. This preference is expressed in view of the concern of the Chatham faculty regarding students' precise and logical use of language(s) coupled with the recent suspension of the College Board Scholastic Aptitude Test and English Achievement Test from the admission requirements. If a candidate so desires, she may request an individual with whom she has worked closely on a project or program in or out of school to submit a fourth recommendation in her behalf.

The applicant's credentials will be presented to the Admissions Committee for its decision in March. The majority of applicants will be considered by the Committee on Admission at the regular spring meetings. At this time, additional data including the record for the first semester of the senior year will be on file. The decision will be mailed to the applicant late in March. Accepted applicants are asked to reply by May 1.

TWO EARLY DECISION PLANS

The Early Decision on Admission Plan at Chatham is a *first choice* plan and is designed to give assurance early in the senior year in high school to qualified students whose firm first choice is Chatham. While it is possible for the candidate to initiate other applications for admission elsewhere if she wishes to do so during the waiting period, the candidate agrees that upon acceptance and notification of financial aid, if that is needed, she will withdraw other applications.

There are *two* time schedules for Early Decision Admission candidates. Applicants who apply before November 1 of the senior year and whose credentials include her records through junior year and counselor's and teacher's recommendations may be granted admission and so notified as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission in early February. Financial aid will be granted to accepted Early Decision applicants who qualify on the basis of financial need; decisions about aid will be announced simultaneously with decisions on admission.

For detailed information concerning the two Early Decision Admission plans, write to the Admissions Office.

EARLY ENTRANCE

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have completed all except one year in high school and have valid reasons for wishing to accelerate may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates, however, and they are required to come to the campus for informal conversations with a member of the admissions staff, a faculty member and a student member of the Admissions Committee. Under ordinary circumstances, early entrance applicants may not be considered under the Early Decision Admission Plan.

INFORMATION CONCERNING ADVANCED PLACEMENT PROGRAM

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement examinations of the College Board. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations; fulfillment of some introductory prerequisite courses is granted whenever appropriate for grades 3, 4, or 5.

Candidates for freshman admission who have completed satisfactorily college level courses at accredited institutions of higher education prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

ADMISSION PROCEDURE FOR TRANSFERS

Chatham welcomes the opportunity to discuss future education plans with transfer candidates including junior college and community college graduates. Students from accredited colleges may be admitted to advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level. Liberal arts courses in which the final grades are C, or higher, are transferable. Non-graded courses (e.g., pass/fail) will be evaluated for transfer in terms of their local definitions. Credits for incoming transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours they should first be converted to semester hours by multiplying them by two-thirds.

Applicants for admission to Chatham from non-accredited or newly founded institutions which have not yet been awarded full accreditation, and applicants who wish to apply after extended absence from college study, should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham, should be taken. The examination results along with the applicant's previous school and college records will be used in making a final decision.

Qualified adults who may never have taken any college level courses for credit and who wish to demonstrate their eligibility for admission with advanced standing should take the College-Level General Examination as an initial step in planning for college. Such persons are encouraged to arrange an appointment through the Admissions Office to discuss their plans.

Students considering transfer to Chatham College for September, January, or February entrance are encouraged to familiarize themselves with the academic program and graduation requirements, and to consult with a member of the admissions staff. Transfer students who apply before March 15 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 15 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should follow the procedure outlined below:

1. File an application on a form obtained from the Admissions Office and attach a statement giving the reason for leaving the present college and the reason for choosing Chatham. A processing fee of $20.00, which is non-refundable, must be enclosed.

2. Request the college or colleges previously attended to send an official transcript of the work taken up to the time of making application to Chatham.

3. Send a marked copy of the catalogue of the college or colleges previously attended and indicate the courses for which Chatham credit is desired.

4. Request the College Entrance Examination Board to forward the results of any Advanced Placement Examination Reports or College-Level Examination Program test results which may have been taken either prior to or during attendance at the present college. No new entrance examinations are required unless specifically requested by Chatham.
5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
6. At the close of the semester, just prior to entrance, request the college from which the student is transferring to send a final and complete transcript of record.

See page 142 for information concerning financial aid for transfer students.

ADMISSION PROCEDURE FOR PART-TIME, DEGREE AND NON-DEGREE STUDENTS

Women who are or are not candidates for bachelor degrees, those who may have earned degrees but wish to update their major fields, achieve teacher certification, or explore new interests, and those whose education was interrupted or postponed, may be admitted on a part-time basis to classes in which there is space available and for which their educational background and experience qualify them. Such highly motivated persons are encouraged to apply and observe the following procedures:

1. Arrange for a personal interview through the Admissions Office.
2. File an application for admission with the Admissions Office. A processing fee of $20.00 which is not refundable must be enclosed.
3. Submit transcripts from any college(s) attended as well as from high school.

Part-time students may carry a maximum of two courses each term. A minimum of a C average must be achieved for the first term in order to be eligible to continue for a second term. A part-time non-degree student may later petition the Committee on

Academic Standing to become a full-time degree student. If she is accepted, regulations governing a full-time student become effective. Fees for part-time students are listed on page 136.

READMISSION

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 131) and arrange for a personal interview with the Provost or Assistant Provost. Completed applications with processing fee of $20.00 should be directed to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. Such applications normally are acted upon with those of students new to the College by the Committee on Admission; however, preference is given to former students.

FOREIGN STUDENTS

Every year Chatham welcomes a small number of foreign students. In recent years these students have come from England, France, Hong Kong, Indonesia, Italy, Kenya, Pakistan, Sweden, Switzerland and Uganda. Some enrolled independently and others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College or the Institute no later than January 15 preceding the fall in which they wish to enroll.

Evidence of competence in use of the English language is required as a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room and board.

Financial Procedures

CHARGES AND EXPENSES

Since the College *Bulletin* is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are currently applicable. Each student actually pays only 55 percent of the cost of her Chatham education. Private gifts and income from endowment must meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are encouraged to do so.

RESIDENT STUDENTS

Charges for resident students for the year:

Tuition	$2350.00
Room and Board	1325.00
Student Activities Fee	60.00
	$3735.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1805.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1780.00
	$3735.00

COMMUTING STUDENTS

Charges for commuting students for the year:

Tuition	$2350.00
Student Activities Fee	60.00
Day Student Fee	10.00
	$2420.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1140.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1130.00
	$2420.00

PART-TIME STUDENTS

A part-time student is one who takes fewer than three course units in either the Fall or Spring term.

Charges for part-time students:

Tuition	$260 per course unit
Student Activities Fee	None

Payable:

On or before July 15 (Fall term)	$260.00
On or before January 15 (Spring term)	$260.00

Balance due on or before registration day each term.

SPECIAL INTERIM COURSE FEES

There is no additional tuition, room or board cost to regularly enrolled full-time students for Interim courses available on campus, except in a few instances for special supplies.

Some Interim courses may involve additional costs for travel.

Students visiting Chatham during the Interim on the basis of a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been established between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one exchange for a student. There will be a $90.00 comprehensive charge, which will cover room and board costs. A refundable $15.00 deposit will also be required. In the absence of exchange agreements, visiting students will pay at the rate of $260.00 per course and, if they wish to live on campus, a room and board charge of $165.00.

OTHER FEES

Application for admission $20.00

The application fee is not refundable (see page 128) and is not credited on any College bill.

Deposit $50.00

A one-time deposit of $50 is required of newly registered students on or before July 15 (January 15 if a mid-year admission). This amount, less any bills due the College, is refundable upon graduation or upon withdrawal. Damage to or loss of College property will be charged to the student who is responsible.

Late registration fee $25.00

The normal registration procedures were established to allow the College to plan each academic year. Because of the additional work required in special handling of late registrants, a $25.00 fee is due from late registering students.

Day student fee $10.00

Day students voted to assess themselves a nominal fee of $10 per academic year, which is due and payable with their first term bill. The funds are used to help defray costs of their campus social and overnight quarters.

Student activities fee $60.00

The student activities fee collected from all students, both resident and commuting, has been established by the College at the request of the Chatham Student Government. The fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government.

Overload fee .... $260.00 per course unit

A student taking as few as three and as many as four and one-half course units in a term is classified as a full-time student and is charged the full tuition of $2,350 per year. A student taking fewer than three course units is considered part-time and is charged $260 per course unit. Students who exceed the normal term program by the addition of a fifth full course are charged for the additional course at the rate of $260.00 per course unit. Bills will be issued following the terminal date for course changes.

Senior *in absentia* fee $260.00

When permission is granted under some emergency situation to a senior to complete all or a portion of her senior year requirement *in absentia,* she will be charged a $260.00 fee. This fee will be waived if, during the *in absentia* period, the student is enrolled in and paying for the tutorial.

Applied art fee .... $25.00 per course unit

Certain courses offered by Chatham require the use of costly materials and supplies. Students enrolled in the Art Department's Ceramics and Three-Dimensional Studio courses pay this fee.

Student health and accident insurance .... $42.00 per year

Students are required to have health and accident insurance and are responsible for making their own arrangements for such coverage. The College offers such insurance with the Continental Casualty Company. The $42 fee is for 12 months. Questions pertaining to the medical insurance program should be directed to the

Treasurer. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. Written proof of alternate insurance coverage must be provided if the student does not subscribed to the College program.

Infirmary fee . . . . $6.00 per day
Provision for five days of care in the College infirmary is included in the resident student's fee. Any additional days are charged at the $6.00 rate per day. The student is responsible for medicine prescribed by the College physician and a portion of the College physician's charges for service. The College bills the student for medical charges. (See page 125, Medical Services.)

Examination fees $10.00
A student who fails to take any examination that the College requires at the regularly scheduled time must pay a late examination fee of $10.00. The College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham. When it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

Applied music fees . . . . $150.00 per course unit
A one hour lesson per week of private instruction in piano, organ, voice, violin or other instrument requires payment of the applied music fee each term. One-half hour lesson per week (one-half course unit) is $75.00. For students majoring in music, four course units of applied music may be taken in the junior and senior years without charge.

PAYMENT OF EXPENSES

The statements of accounts are mailed to the parents or guardians of students approximately one month before the due date. All checks should be made payable to Chatham College and addressed to Chatham College, Woodland Road, Pittsburgh, Pa., 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College. During the academic year, statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc., are given to students each month. Payment is due within 30 days and charging privileges may be withdrawn if the student account is delinquent. A student may not be graduated, receive honorable dismissal, grades or a transcript of her College work until all accounts with the College have been settled.

An advance payment of $150 for all returning students, both resident and commuting, must be paid by April 20 each year. This advance payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied, however, to charges for the academic year provided the student registers for courses. The advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has the obligation to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim Program, pay one-half of the stated rates for the College year. Full-time seniors, certified by the Registrar as attending only one term or one term and the Interim for the purpose of completing final degree requirements, will be assessed one-half the annual charges.

Some parents may prefer to pay tuition and other College fees in equal monthly installments during the year. This convenience is available through local banks or various tuition payment plans. Information concerning these programs is available upon request to the Treasurer's Office. Requests should be made and necessary forms completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the amount of the financial aid award may be deducted from the payment due in July and the balance from the January payment. Financial aid in the form of work assignments in the College Work-Study Program or a Chatham job are paid directly to the student. Student work awards, therefore, should not be deducted from the July or January payments.

REFUNDS

When the College receives formal written notification of a withdrawal of a student prior to July 15 (January 15 for the Spring term) preceding the opening of the academic year, all previous payments of tuition, room and board for the year in question (excluding the non-refundable $150 deposit) will be refunded. When formal written notification is received after July 15 (January 15, Spring term) but prior to the first day of classes, 75 percent of the tuition, room and board for the year in question will be refunded. When notification is received after the start of classes but prior to the conclusion of the fourth week of classes, 50 percent of the tuition and board will be refunded. No refunds will be made, without exception, after the conclusion of the fourth week of classes.

The official withdrawal date for the purpose of computing any refund will be the date on which the completed notice of withdrawal form (see page 24) has been received by the Provost, Assistant Provost or Director of Counseling.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The criteria used to determine eligibility for aid are: financial need, academic achievement to expected level of individual ability, good work performance, and contribution to the community. Financial aid awards range from $100 to $4000 per year.

Three kinds of financial aid are offered to students with need: grant, work, and loan. A grant is awarded only in conjunction with work, and in most cases with a loan. A student works approximately six hours a week for a $270 award and nine hours a week for a $400 award.

Loans are available from the National Defense Student Loan Program. A student may borrow up to $1000 a year. The repayment period and the interest begin nine months after the student ends her studies. The loans bear interest at three percent a year. The repayment of principal may be extended over a ten-year period. If a borrower becomes a full-time teacher in a public or other non-profit elementary or secondary school or institution of higher education in a state, or in an elementary or secondary school overseas of the

United States Armed Forces, the loan plus interest is canceled at the rate of ten percent for each year of teaching service up to 50 percent of the sum borrowed. Repayment of loan and interest is deferred up to three years while a borrower is serving in the United States Armed Forces, with the Peace Corps, or as a Volunteer in Service to America. It is also deferred while a borrower is enrolled at an institution of higher education and is carrying at least half-time study.

For specific approved elementary or secondary schools with a high concentration of students from low income families, a borrower may cancel 15 percent of her loan and interest to a maximum of 100 percent.

Chatham College has a limited student loan fund to be used in emergencies. In this program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of three percent and must be completed within three years.

In both programs monthly repayments are made to Chatham College. A schedule of repayments should be arranged before the borrower leaves Chatham College.

Financial Aid for Freshmen

Financial aid for freshmen is awarded on the basis of financial need, secondary school record, personal qualifications, and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $20 application fee to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

Financial Aid for Transfers

Students who enter Chatham having completed a two-year liberal arts transfer program at a junior or community college are eligible for financial aid as described for freshmen. All other students entering Chatham with advanced standing are eligible for financial aid in the form of loan and work only. After one year at Chatham, all students are eligible for scholarship grants as well as work and loan awards.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply for all financial aid. Applications may be obtained from the Director of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and on greater financial responsibility for her own education by an increase in self-help: work and/or loan.

All financial aid awards are reviewed each year upon reapplication by the student, and are renewed if she meets the financial aid criteria of financial need, fulfilling her work commitment, contributing to the community and meeting the academic criterion.

A student's academic eligibility is based on her individual ability and achievement. If a student falls below her expected achievement, there will be a change in her financial aid, depending on her total college performance. She might get more self-help and less grant, no grant, or no financial aid.

A number of endowed scholarships and scholarships contributed by individuals, groups, and foundations are open to outstanding students of the three upper classes. These scholarships are awarded on the previously mentioned criteria.

SPECIAL CRITERIA PROGRAMS

COLLEGE WORK-STUDY, a federal government-sponsored program, enables eligible students to earn money toward their college expenses. To be eligible a student must have exceptional financial need for education expenses, be enrolled full-time, and be in good standing.

A student may work on campus or off-campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS, a federal government-sponsored program of direct awards, are available to a limited number of students. To be eligible a student must have exceptional financial need, be enrolled full-time, and be in good standing. Grants range from $200 to $1000 a year.

Special Criteria Scholarships

CHATHAM COLLEGE NATIONAL MERIT SCHOLARSHIPS are offered to five finalists who wish to attend Chatham.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic, or teaching fields. The Foundation provides additional grants for summer study, further musical training and other expenses. The amount of the scholarships may range from $100 to $1000. All applied music fees are covered in the scholarships.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The Foundation awards are for West Virginia residents only.

CHARLES E. MERRILL SCHOLARSHIPS are available to students from middle income families ($12,000 to $20,000). Stipends range from $100 to $1000 per year, depending on financial need. Students for whom need cannot be established are named Honorary Merrill Scholars and their subsequent requests for financial aid are reviewed carefully. Selection as a Merrill Scholar is based on exceptional promise of achievement at Chatham, as determined by high school academic record and evidence of talents and interests outside the classroom.

Personnel

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B.A., Spelman College; M.S., Indiana University.
Lucille A. Gay, Administrative Assistant in Student Activities
Corrine M. O'Leary, Administrative Assistant in Financial Aid and Placement

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Roseanne Diulus................................Head Resident, Dilworth Hall
B.A., University of Pittsburgh.

Gail Edwards.....................................Head Resident, Fickes Hall
B.S., Indiana University of Pennsylvania.

Elmo Gingery...............................Head Resident, Woodland Hall

Cynthia Williams............................Head Resident, Pelletreau Hall
B.A., Chatham College.

M. Sydney Pool.................................Head Resident, Berry Hall
B.A., Chatham College.

Annette Simek...................................Head Resident, Rea House
B.S., University of Pittsburgh.

Annette Yevick................................Head Resident, Benedum Hall
B.A., University of Rhode Island.

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B.A., Chatham College

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B.A., Carlow College

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B.S., West Virginia University.
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B.A., Chatham College

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B.A., Chatham College.
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Karen L. Worman...Assistant Librarian
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Myrna O. Hill, Library Assistant

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Sheryll J. Barringer, Secretary

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Mary Ann Gielas, Payroll Clerk
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Shirley Glaspie, Secretary
Linda A. Stephan, Clerk

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B.A., University of Pittsburgh.

Mary Gielas, Cashier

Andrew A. Vrabel . . . . Director of Plant Services

Sophia Bakich . . . . Supervisor of Custodial Services

Janis Wasserman . . . . Director of Central Services
B.A., Chatham College.

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B.A., Haverford College; M.D., University of Pittsburgh.

Mary Louise Reifer . . . . Head Nurse
R.N., Western Pennsylvania Hospital School of Nursing.

Patricia Cline . . . . Nurse
R.N., Homestead Hospital School of Nursing.

FACULTY

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Norman W. Chmura . . . . Provost
B.S., M.S., Ph.D.

Leonard G. Doran . . . . Secretary of the College
B.A., M.A.

Philip J. Fairstone . . . . Librarian
B.A., M.L.S.

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Laberta Dysart, B.A., M.A.	Professor of History
Mabel A. Elliott, B.A., M.A., Ph.D.	Professor of Sociology
Mildred T. Evanson, B.A., M.A.	Professor of Drama
Phyllis M. Ferguson, B.A., M.A., Ph.D.	Professor of Drama
Edgar M. Foltin, J.U.Dr., Dr. habil	Professor of Psychology
Vanda E. Kerst	Professor of Speech
Mary A. McGuire, B.A., M.A., Ph.D.	Professor of English
Effie L. Walker, B.A., M.A.	Assistant Professor of History
Earl K. Wallace, B.A., M.A., Ph.D., D.Sc.	Professor of Chemistry
Helene Welker, B.A.	Associate Professor of Music

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Stephen Borsody Doctor of Judicial and Political Science, Charles University, Prague; Privatdocent of East European History, University of Budapest.	History
Wing-tsit Chan B.A., Lingnan University, Canton; M.A., Ph.D., Harvard University; Hon. A.M., Dartmouth College.	Gillespie Professor of Philosophy

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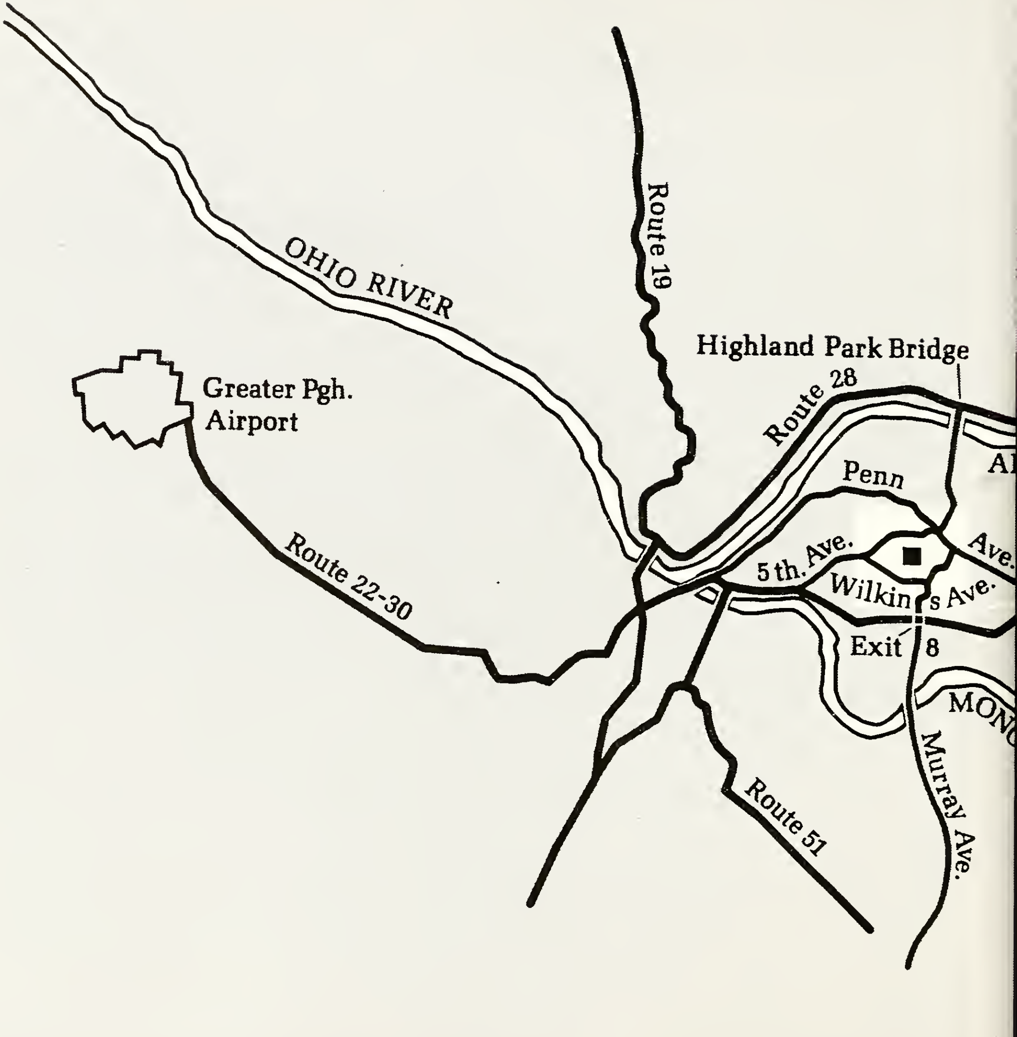
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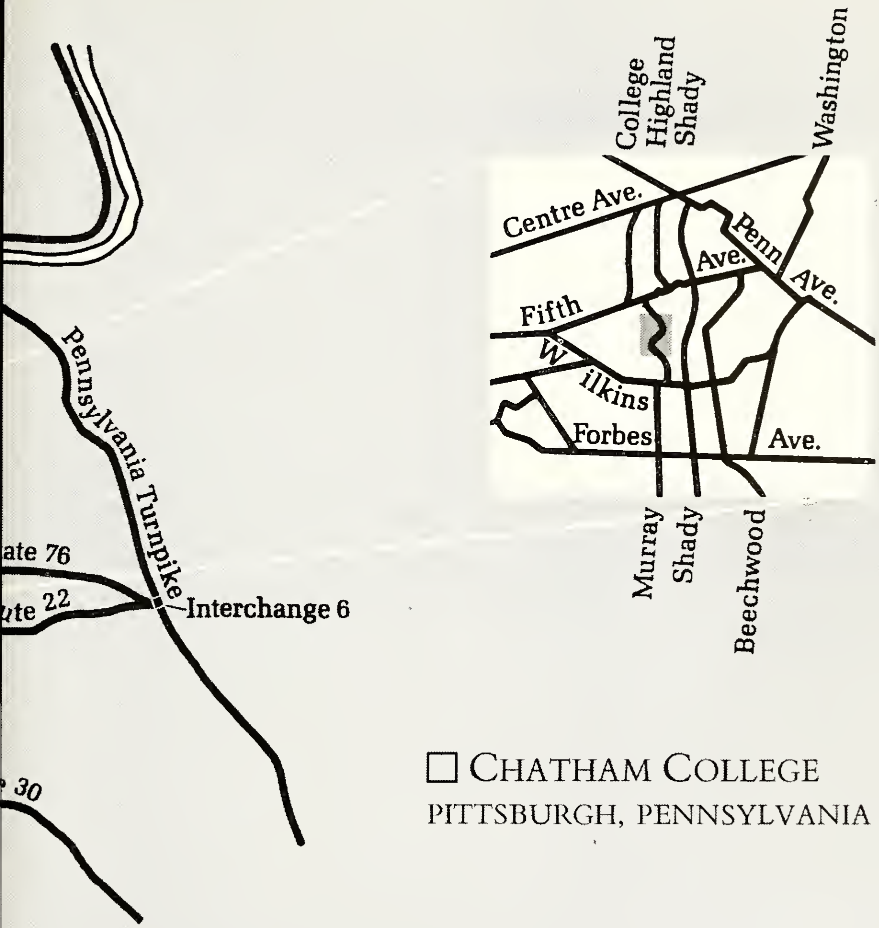
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Interchange 6
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Index

Academic advising, 17-18
Academic credit, 19
Academic procedures, 19-25
Academic program, 1-13
Academic standing, student, 21
Activities, student, 117, 120-122
Administration, 149-150
  academic, 150-151
Admission, 127-134
  Advanced Placement Program, 131
  Alumnae Representatives, 163-168
  application fee, 128, 132, 137
  Early Entrance, 130-131
  Early Decision Plans, 130
  entrance examinations, suspension of, 127-128
  foreign students, 134
  procedures for freshmen, 128-130
  procedures for part-time, degree and non-degree students, 133-134
procedures for transfer students, 131-133
  readmission, 134
  staff, 152
Advanced Placement Program of the College Board, 131
Advising, academic, 17-18
Advising week, 18
  dates of, iv, v
Alumnae Representatives, 163-168
American Chemical Society, 120
American Studies, 4
Anthropology, *see* Sociology-Anthropology
Art
  courses, 29-31
  exhibits, 121, 124
  faculty, 29
  fees, 138
  studio, 116, 118-119
Arts and Crafts Center, 121
Attendance
  absence from final examinations, 23
  classes, 23
  leaves of absence, 24-25
Audio-visual facilities, 116
Auditing of courses, 22
Awards, 21

Bachelor of Arts degree
  requirements for, 2
Bachelor of Science degree
  requirements for, 3

Beatty Hall, 118-119
Benedum (Michael L.) Hall, 116, 118-119
Berry Hall, 118-119
Biology
  courses, 31-36
  faculty, 31
Black Studies Program, 4, 108-110
Board of Trustees, 147-149
Bookstore, 116
Bowling alleys, 116
Braun (Arthur E.) Hall of Administration, 116, 118-119
Budget plans, 140
Buhl (Louise C.) Hall of Science, 116, 118-119
Buildings
  described, 116
  map, 118-119
  number of, 115
Business Services staff, 153-154

Calendar, academic
  1972-73, iv-v
Campus
  described, 115-116
  driving directions to, 169-171
  map, 118-119
Career counseling, 126
Carillonic bells, 116
Carlow College
  cooperative program with, 12
Carnegie Institute, 121
Carnegie Library, 121-122
Carnegie-Mellon University
  cooperative program with, 11
Carson (Rachel) Memorial Reading Room, 116
Chamber Music Society, 121
Chapel, 116, 118-119
Chatham College
  driving directions to, 169-171
  endowment, 115
  history of, 115
  map of, 118-119
  significance of name, 115
Chatham, Earl of, 115
Chatham Student Government, 120
Chatham Visitors Program, 122-124
Chemistry
  American Chemical Society, 120
  courses, 36-39
  faculty, 36
Chinese, 12
Classrooms, 116
College Board Examinations
  suspension of, 127-128
College Relations staff, 152
Commencement date, v
Communication, written and oral, 2
Commuting students, 120
  fees, 136
Comparative communism
  courses, 12
Contemporary Arts Series, 123

Coolidge (Cora Helen) Hall of Humanities, 116, 118-119
Cooperative arrangements with other colleges and universities, 10-12
Coordinator of Student Activities, 126
Counseling services, 125-126
Courses of study, 27-111
Course unit, 19, 27
Credit, academic, 19
Cross-college and university registration, 11, 122
Curriculum, 1-2

Dance, *see* Physical Education
Day students' apartment, 120
Degrees
  granted, 2-3
  requirements for, 2-3
Departmental major, 3
Director of Counseling, 125
Dilworth Hall, 116, 118-119
Dining facilities, 116
Dismissals, 25
Dormitories, *see* Residence halls
Drama
  courses, 39-41
  faculty, 39
  productions in Pittsburgh, 121
  special programs, 124
  student productions, 121
Early Entrance, 130-131
Early Decision Plans, 130
Economics
  courses, 42-45
  faculty, 42
Education
  courses, 45-50
  faculty, 45
  practice teaching, 122
  State certification, 45-46
English
  courses, 50-56
  faculty, 50
Enrollment
  size of, 115
  countries represented by, 117
Evaluation Services
  Office of, 126
  staff, 152
Examinations
  absence from final, 23
  Advanced Placement, 131
  College Board, suspension of, 127-128
  course exemption and credit by, 22
  dates for final, iv, v
  fees, 139
  National Teacher, 45
Expenses
  budget plans, 140
  commuting students, 136
  deposit, 135, 136, 137

  Infirmary, 139
  part-time students, 136
  payment of, 139-140
  refunds, 140-141
  resident students, 135
  room and board, 135
  schedule of payments, 135-136
  student activities fee, 135, 136, 138
  tuition, 135, 136

Faculty
  advisers, 17-18
  characterized, 117
  listed, 154-162,
    see also individual departments
  offices, 116
  size of, 117
  Symposium, 8-9
Failures, 20, 23
Falk (Laura) Hall of Social
  Studies, 116, 118-119
Fees
  application for admission, 128, 137
  art, 138
  course changes, 22
  day students, 137
  Interim, 136-137
  late examination, 24, 139
  late registration, 22, 137
  Infirmary, 139
  music, 139
  overload, 138
  senior *in absentia*, 138
  student activities, 135, 136, 138
  transcript, 23
Fickes Hall, 118-119
Financial Aid, 141-144
  Director of, 151
  for freshmen, 142
  for transfers, 142-143
  for upperclassmen, 143
  special criteria programs, 143-144
  special criteria scholarships, 144
Financial procedures, 135-141
Foreign languages, study of, 2
Foreign students, 117, 134
French, *see* Modern Languages
Freshman seminars, 8
  listed, *see* individual departments
Full-time students, 19

Gateway House, 118-119
General Education, 4-5
  courses, *see* individual departments
German, *see* Modern Languages
Grades, 20-21
Graduation requirements, *see*
  degree requirements
Greek, 12
Gregg House, 118-119
Grenville House, 118-119

History
  courses, 57-64
  faculty, 57
History, Chatham College, 115

Honors, 21
Honor Code, 117
Honor societies, 120

In absentia
  seniors, 138
  students, 25
  study, 19
Independent study, 9-10
Infirmary (Lindsay Hall), 118-119, 125, 139
Interdepartmental major, 3
Interim, 5-8
  courses, 6-8, *see also* individual departments
  dates, v
  fees, 136-137
  registration date, iv
  study abroad, 12
International Exhibition of Contemporary Art, 121
International Semester, 13
International Studies Program, 11-12
Italian, *see* Modern Languages

Junior year abroad, 12-13

Laboratories, 116
Latin, 12
Laughlin (Marjory Rea) House, 116, 118-119
Leaves of absence, 24-25
  medical, 24
  other, 25
  voluntary, 24-25
Lecture Hall, Earl K. Wallace, 116
Library, Carnegie, 121-122
Library, James Laughlin Memorial, 118-119
  described, 116
  staff, 153
Library, Jennie King Mellon
  described, 116
  site of, 118-119
Lindsay Hall (Infirmary), 118-119, 125, 139
Loans, student, 141-143
Lodge, The, 118-119

Major options, 3-4
  departmental, 3
  interdepartmental, 3
  non-major, 3
  problem, area, multidisciplinary, 3-4
  requirements, *see* individual departments
Mathematics
  courses, 64-67
  faculty, 64
Medical
  fees, 139
  leave of absence, 24
  services, 125
  staff, 154
Mellon (Andrew W.) Hall, 116, 118-119

Merrill, Charles E.,
  Scholarship, 144
Modern Languages
  courses, 67-78
  faculty, 67
Moeller organ, 116
Mortar Board, 120
Multidisciplinary major, 3-4
Music
  courses, 78-83
  faculty, 78
  fees, 139
  groups, 121
  in Pittsburgh, 121
  private lessons, 82
  special programs, 123-124
Music Center, 118-119

National Teacher Examinations, 45
Non-degree students, admission
  procedure for, 133-134
Non-major, 3
Nurse, resident, 125

Off-campus residence, 120
Opera, Pittsburgh, 121
Overload fee, 138

Part-time students
  admission procedures for, 133-134
  fees, 136
Pass-fail option, 20-21
Payment of expenses, 139-140
Pelletreau Hall, 116, 118-119
Pennsylvania College for
  Women, 115
Pennsylvania Female College, 115
Personnel, 147-154
Perspectives Series, 123
Phi Beta Kappa, 120
Philosophy
  courses, 83-89
  faculty, 83
Physical Education
  activities, 121
  courses, 89-91
  facilities, 116, 118-119, 121
  faculty, 89
Physicians, 125, 139, 154
Physics, *see* Mathematics
Pitt, William (Earl of Chatham),
  115
Pittsburgh-Chatham Program, 10,
  122
Pittsburgh community, 121-122
Pittsburgh Council on Higher
  Education, 10-11
Pittsburgh Plan for Art, 121
Playhouse, Pittsburgh, 121
Political Science
  courses, 92-98
  faculty, 92
  Practical Politics Program, 123
  Washington, D. C. Semester, 13
Post office, 116
Practice teaching, 122

Pre-law, 4
Pre-medicine, 4
Probation, academic, 21
Programs, special public
  described, 122-123
  in recent years, 123-125
Property, care of, 137
Psychiatrist, consulting, 125, 154
Psychology
  courses, 98-102
  faculty, 98
Publications, student, 120

Rea (Julia and James) House, 116, 118-119
Reading Room, Rachel Carson Memorial, 116
Readmission, application for, 134
Recreation
  Chatham Recreation Association, 121
  facilities, 116, 118-119
  field, 116, 118-119
Refunds, 140-141
Registration for courses, 22-23
  dates of, iv
  freshman registration, iv, 17
  transfers, iv
Religion, *see* Philosophy and Religion
Residence halls, 118-119
  described, 116, 117, 120
  head residents, 120, 151
  visiting hours, 120
Room and board expenses, 135
Russian, *see* Modern Languages

Scholarships, 143-144
Scholastic Aptitude and Achievement
  Tests, suspension of, 127-128
Snack bar, 116
Sociology and Anthropology
  courses, 103-108
  faculty, 103
Spanish, *see* Modern Languages
Spencer (Mary Acheson) House, 118-119
Sports, 121
Students
  campus life, 117, 120-121
  characterized, 117
  countries represented by, 117
  participation in Pittsburgh life, 121-122
Student Activities, Coordinator of, 126
Student activities fee, 135, 136, 138
Student-Faculty Center, 116
Student Services staff, 151
Study abroad, 12-13
Summer study, 13
Swimming pool, 116
Symphony Orchestra, Pittsburgh, 121

Teaching certificate, 45-46
Tennis courts, 116, 118-119
Term of study, 19
Transcripts, 23
Transfer students
  admission procedures, 131-133
  conversion of credit for, 131-132
  financial aid, 142-143
Tuition, 135-136
Tutorial, 4

University of Pittsburgh
  cooperative program with, 11-12
Urban Semester, 13

Vacation dates, iv-v
Visiting scholars and lecturers, 117, 123-125
Vocational library, 126
Voluntary leave of absence, 24-25

Washington, D. C. Semester, 13
Withdrawal from college, 24, 140-141
Women's Studies, 111
Woodland Hall, 116, 118-119

Chatham College Bulletin

1973-74

Pittsburgh, Pennsylvania 15232

Academic Calendar iv
Academic Program 1
Academic Advising 17
Academic Procedures 19
Courses of Study 27
The College 113
Admission 125
Financial Procedures 135
Personnel 147
Alumnae Representatives 163
The Location 169
Index 173

Academic Calendar *1973-1974*

Freshmen and transfers arrive	Tuesday, September 4
Freshman orientation	Wednesday, September 5
Upperclass students arrive	Thursday, September 6
*Classes begin	Friday, September 7 (Thursday classes meet Friday, September 7; Friday classes meet Saturday, September 8)
Freshmen and transfer students register	Friday, September 14
Interim registration	Monday, October 29
Last day of classes before Thanksgiving	Wednesday, November 21
Thanksgiving recess	Thursday, November 22 through Sunday, November 25
Second term registration	Tuesday, November 27
Last class of fall term	Friday, December 7
Final examination reading period	Saturday, December 8 through Monday, December 10
Final examinations	Tuesday, December 11 through Friday, December 14

*Beginning September 7, Freshmen attend classes of their choice in order to determine their final registration selections on September 14. This does not include Freshman Seminars.

Winter vacation	Saturday, December 15 through Wednesday, January 2
Interim period	Thursday, January 3 through Wednesday, January 30
Interim break	Thursday, January 31 through Sunday, February 3
Spring term begins	Monday, February 4
Spring vacation	Saturday, March 16 through Sunday, March 31
Last class of spring term	Friday, May 17
Final examinations	Monday, May 20 through Thursday, May 23
Commencement	Friday, May 24

The Academic Program

Chatham College enters its second century of education recognizing that there is a new student, a woman who is prepared to make increasing demands of herself and of the college in which she has chosen to live and work. She is a student eager to learn in a consistent relationship with a faculty eager to teach. She accepts responsibility for her sense of what is important and is prepared to join in a faculty-student relationship to choose the best educational program her expectations of herself and of the College require.

In recognition of this new student, Chatham has adopted an academic program which frees the student from traditional curricular requirements and gives her the responsibility of designing the course of study which best fulfills her personal educational interests and abilities. Such an approach is possible only in a college like Chatham.

The educational program of Chatham College has been designed to prepare its students for participation in a society in which women will be assuming positions of leadership and influence. The major focus of the program is on helping Chatham students to develop their talents and abilities fully and to explore various ways of using their abilities effectively after graduation.

Chatham attempts to take full advantage of its unique location when designing curricular options for students. A residential campus can be used for out of class learning as well as recreation. Proximity to the resources of a major urban area make possible a variety of field placements, internships and independent study projects which enable a student to explore both career possibilities and the application of classroom experiences in off-campus settings. The course offerings of neighboring colleges and universities in Pittsburgh are also available to students enrolled at Chatham.

THE CURRICULUM

The structure of the curriculum is predicated upon recognition of the individuality of both faculty and students and the assumption of high levels of academic aspiration for all. Chatham College acknowledges that all individuals do not have the same educational goals, nor wish to learn in the same manner, and offers, therefore, to each student the opportunity to realize her own academic potential, by enabling her to choose, with the aid of a strong advisory program, that curricular program which is educationally best suited for her.

In the conviction that the pursuit of learning is the primary purpose of the college experience, the College believes:

> that narrow vision and intolerance must be overcome, and that this may be achieved through an understanding of the realities dealt with in the disciplines and through the testing of ideas and methods;
>
> that one must learn how to learn—how to identify problems, how to evaluate evidence and how to pursue solutions;
>
> that it is essential to define one's ideas and expose them to critical examination by others and that precise and logical use of language can contribute to that end;
>
> that the active and disciplined use of the imagination should be encouraged.

The ability to write and speak our own language clearly and precisely is fundamental to the formulation, communication and expansion of knowledge. It is expected that all students will seek to achieve high standards in written and oral communication.

One important means of gaining greater understanding of one's own language and culture as well as of other cultures is by the study of foreign languages. Appreciation of literature, history, philosophy and current events, for example, as well as of the contributions of scholars in all fields is enhanced by reading works and journals in their original form. Serious students, though not required to do so, should avail themselves of opportunities for developing skills or attaining proficiency in one or more foreign languages.

DEGREE REQUIREMENTS

The Bachelor of Arts degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the Tutorial;
3. the completion of a minimum of twenty-two units including the last six of the required thirty-four at Chatham College, this inclusive, however, of Chatham-directed Interim courses and courses taken in cross-registration. Appropriate adjustments are arranged for transfer students.

The Bachelor of Science degree may be earned through the fulfillment of the following requirements:

1. the satisfactory completion of thirty-four courses or their equivalent, including two approved Interim programs;
2. the satisfactory completion of the major in chemistry or in biology;*
3. the satisfactory completion of the Tutorial;
4. the completion of the residence requirement as stated on page 3, item 3.

*A chemistry or biology major is also possible for the Bachelor of Arts degree.

MAJOR OPTIONS

A student who desires to concentrate her efforts may do so in any of the following ways:

Departmental Major: The following departments offer major programs: Art, Biology, Chemistry, Drama, Economics, English, French, German, History, Mathematics, Music, Philosophy and Religion, Political Science, Psychology, Sociology and Anthropology, Spanish. Each department determines the requirements for its majors.

Interdepartmental Major: A major program may be pursued through the concentration of study in two related departments. Such a major must have the approval of the departments involved and be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of the interrelations of the materials to be studied.

Problem, Area, or Multidisciplinary Major: A major program may be pursued through the concentration of study of several disciplines as they bear on a single concern, possibly in disciplines not usually considered related. In this program, the major is built around a single problem or topic, or on the study of several disciplines as they bear on a single concern. Such a major must be supported by a letter from the faculty member who has agreed to advise the student and to direct her program, particularly in matters of maintaining the coherence and relatedness of materials to be studied, and who has determined what requirements are appropriate to such a study. Specially designed programs are available for students who wish to major in Black Studies. The major in Black Studies must be approved by the Black Studies Coordinator. Programs are also available in pre-law, pre-medicine, and other pre-professional areas which involve several disciplines.

A student may elect not to major in any way. In order to graduate she will still be required to complete thirty-four courses including the Tutorial and two Interims.

THE TUTORIAL

The Tutorial consists of two courses of internally related individual study, designed by the student and her tutor, an appropriate faculty member. The study will normally be centered in the student's major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, field work, theatre production, creative work in the arts, independent research, or independent reading. The two courses will normally be consecutive and conclude in the senior year.

Each student will provide her tutor with written articulation of the Tutorial experience, the specific nature of which is decided by the tutor and student. Such reports range from a brief report in summary to a substantial paper which is itself the product of the Tutorial. Each student also articulates her work in an oral discussion in which other faculty, and students when desired, are invited to participate by the tutor or student.

GENERAL EDUCATION

The College offers a wide selection of courses of general interest, designed to acquaint students with the problems, topics, methods and resources of the following areas:

1. the problems and techniques of abstract or formal reasoning;
2. scientific inquiry characterized primarily by a high degree of success in explaining certain kinds of events by laws;
3. scientific inquiry characterized chiefly by making hypotheses, gathering data, and correlating data to test hypotheses;
4. non-verbal aesthetic experience;
5. the literary arts;
6. the history of some aspect of man's cultural development;
7. critical attempts to deal selectively with the problems raised by the totality of man's intellectual, aesthetic and moral experience.

Some of these courses are interdisciplinary or multidisciplinary; others center in a single discipline. While none is closed to majors, these are courses recommended for the student not concentrating in the area.

THE INTERIM AND THE CALENDAR

A pivotal point in the College's curriculum is an academic calendar which consists of two terms of 14 weeks each, during which the student will pursue four courses, separated by a one month Interim term in January when a student will undertake only one project. Students are required to spend two of their four Interims in approved programs, although they are encouraged to participate every year and earn course credit for every successful project.

The Interim is especially suited for innovative approaches to education. Learning is no longer tied to the geographic boundaries of the campus nor confined to the fixed time of the lecture hour. The Interim thus provides a range of new possibilities—concentrated study, experimental projects, travel and field experiences, student exchanges and interdisciplinary programs—both in the formal Interim courses and in the opportunity for a variety of independent projects.

The 1974 Interim will include the following list of projects and courses. Full descriptions can be found under the departmental courses of study.

Art:	The Study of Raku
Biology:	Biological Aspects of Sexual Function Evolution
Drama:	Theatre in England
Education:	Living and Teaching in Primary Schools in England Pittsburgh as the Classroom
English:	Film Workshop Classicism, Romanticism and Realism
History:	The American Indian The Historian at Work The Eastern European Revolution and the People's Democracies
Modern Languages:	French Language and Culture Spanish in Mexico Writers of the Negritude Movement German Literature through Film and Recorded Performance German Language and Culture
Religion:	Jesus in Myth and History
Physical Education:	Movement Components in the Open Classroom

Political Science:	Civil Rights of Women
Sociology-Anthropology:	American Women from a Sociological Point of View Sociology of Production: Metallurgy
Interdisciplinary:	
Art and English:	Introduction to Architecture
Chemistry:	Design and Construction of Scientific Apparatus
Modern Languages and Philosophy:	Concept of the Artist in German Philosophy and Literature
Psychology:	Introduction to Computer Science

During the recent Interim Chatham students undertook a large variety of independent projects, among them the following:

Field Study in the Caribbean	Hampshire College and the Caribbean
Reconstruction and Classification of Artifacts	Smithsonian Institution
Study of REM and non-REM Sleep in Babies of Schizophrenic Mothers	Child Guidance Center of Pittsburgh
Work with an Advertising Agency	Fuller, Smith and Ross Advertising
Work in a Mentally Retarded Classroom	South Euclid-Lyndhurst Board of Education, South Euclid, Ohio
Study of Stained Glass in the City of Pittsburgh	Pittsburgh History and Landmarks Foundation
Study of Preschool Educational Techniques and Materials	Beirut, Lebanon

Study of Eastern European Systems of Socialism	Eastern Europe
Work in a Montessori School	Whitby School, Greenwich, Connecticut
Internship in Occupational Therapy	New Rochelle Hospital, New Rochelle, New York
Study of Constitutional Law	American Civil Liberties Union Burlington County, New Jersey

An important and growing aspect of the Interim Program is the opportunity for student exchange with other colleges having a 4-1-4 calendar. In recent Interims Chatham students were enrolled in over a dozen other colleges, including Bucknell, Colgate, Eisenhower, Eckerd, New England, University of Redlands, Washington and Jefferson, Denison. Enrolled in Chatham programs from other colleges were students from Briarcliff, Macalaster, Oberlin, Kirkland, Washington and Jefferson, Gustavus Adolphus, and Lincoln University.

FRESHMAN SEMINARS

The College offers a special group of topic-oriented and problem-oriented seminars, open only to freshmen. Each is designed for a small group of students concerned with the articulation, consideration and research of a common problem. Normally, these seminars will meet on a three hour per week schedule. However, each seminar is an experience designed by the instructor around a particular topic and the normal class schedule may not always apply.

FACULTY SYMPOSIUM

The Faculty Symposium serves as another kind of innovative course. Two or more faculty members may schedule a symposium on a subject relevant to their disciplines, or to discuss and probe scholarship in which they are engaged. Appropriately qualified students may enroll for credit in the symposium and actively participate in the process of scholarly investigation, discourse, and argumentation.

INDEPENDENT STUDY

Independent study is a desirable academic activity made possible by the curriculum for qualified students. Prior to registration individual arrangements are made between student and instructor. Provision for independent study is made by all departments. Course credit will be given in the amounts described in the *Bulletin* at the discretion of the instructor and the Provost.

Recent independent study projects have included the following:

A study of the sculpture of Michelangelo, concentrating on the four "pietas"

Diabetes and pregnancy

Pyrogen and toxicity testing

Mime and communication: An experiment to determine the effectiveness of mime as communication with differing age and socio-economic groups

Role of women in the economic system: Case study of retail workers

Teaching economics at the grade school level: An experimental approach

The existentialism of Jean Paul Sartre as illustrated in selected works of Simone de Beauvoir

The city of Rome: A study of the growth and transformation of one of the major cities of Western culture from ancient to renaissance times

Intensive reading and study of mathematical applications in microeconomics

Translation of modern Russian prose

An intensive study of operatic repertoire for the lyric soprano

Definition of human freedom in the works of Nikos Kazantzakis

The relationship between the governing class and power elite: An attempt to answer the question of whether the American upper class is, in fact, a governing class

Study of creativity resource materials: To study the research materials in the field of creativity to come to a better understanding of the definitions and problems of the area

Martin Luther King and Gandhi: A study of charismatic leadership

Psychological effect of public school system on Black community and children

PITTSBURGH-CHATHAM PROGRAM

The Pittsburgh-Chatham Program is designed to coordinate and encourage efforts to tie in more closely the College's program to the resources of the city.

Under this program, additional ways to relate courses and independent study projects to the city and its people are being created. New areas are being developed in which faculty members and students can join with Pittsburgh agencies and professional groups in cooperative efforts. Field placements in the metropolitan area are available to students in all fields.

The program also enriches the College's career counseling services for students through the identification of opportunities for college graduates in urban agencies and services.

COOPERATIVE ARRANGEMENTS WITH OTHER PITTSBURGH COLLEGES AND UNIVERSITIES

Students at Chatham College have an opportunity to avail themselves of a wide variety of programs and services at other Pittsburgh institutions of higher learning. Carlow College, Carnegie-Mellon University, Chatham College, Duquesne University, the University of Pittsburgh, Point Park College, Robert Morris College, and the Pittsburgh Theological Seminary are members of the Pittsburgh Council on Higher Education.

The Council sponsors many interinstitutional programs so that students from each college and university may study with students from other institutions and become members of a wider university community.

Cross-College and University Registration

Any undergraduate student attending a Pittsburgh Council on Higher Education member institution may participate in a cross-registration program which permits them to enroll in one course each term (except for the University of Pittsburgh's third term) at another member institution. Approval is granted by the student's adviser and the dean or designated officer at each institution.

Normally each college or university shall accept registration in off-campus courses which are accredited towards baccalaureate programs in arts and sciences. Full credit and grade will be transferred for such courses. The academic regulations of the host institution, including the grading and academic honor systems, prevail. No additional tuition charge is made. Additional information may be obtained from the Registrar.

Carnegie-Mellon University

Chatham College and Carnegie-Mellon University sponsor a joint cooperative arrangement of a broader nature, allowing cross-registration at any undergraduate level. Enrollment is permitted in courses not available at the student's own institution, after approval of the responsible officers of both institutions.

Participation in both cross-registration programs is subject to certain conditions. For further details, consult with the Provost of Chatham College.

INTERNATIONAL STUDIES PROGRAM

Through the International Studies Program at the University of Pittsburgh and in cooperation with other colleges and universities in Pittsburgh, Chatham students have an opportunity to participate in an intercollege, interdisciplinary study of comparative communism. This program is supported by the Carnegie Corporation.

Included in the 1973-74 program are courses in The Economic Development of China, Comparative Communist Social Systems, Government and Politics of Communist China, and Masterpieces of Russian Literature. Chatham students should inquire at the Office of the Chatham Registrar for information on prerequisites, time and place of course offerings.

In cooperation with the other members of the Pittsburgh Council on Higher Education, the University of Pittsburgh offers an intensive program in Chinese. A student must enroll in the eight-week summer course at the University of Pittsburgh for the first two units of the course. Enrollment for units 3 and 4, in the fall, is made through the Chatham Registrar.

CARLOW COLLEGE

Through an exchange agreement, Chatham students may take courses in Latin and Greek at Carlow College without extra charge.

STUDY ABROAD

Any student may study abroad for credit in programs approved by the Committee on Study Abroad. This may be during one of the terms, the academic year, the Interim, or the summer. Most academic year programs are designed for juniors; Interim and summer programs for all classes. While the Committee sets no academic performance level as a criterion for its approval, the well-established selective programs to which serious students aspire do so in terms of general scholastic competence, some specific language skill, or both. Chatham sponsors several such programs during its Interim.

Chatham students are not limited to any single program but may select from numerous approved ones and hence are more likely to find educational experiences suited to their special academic needs. About one hundred students undertake such study annually in some one of the five different session units available.

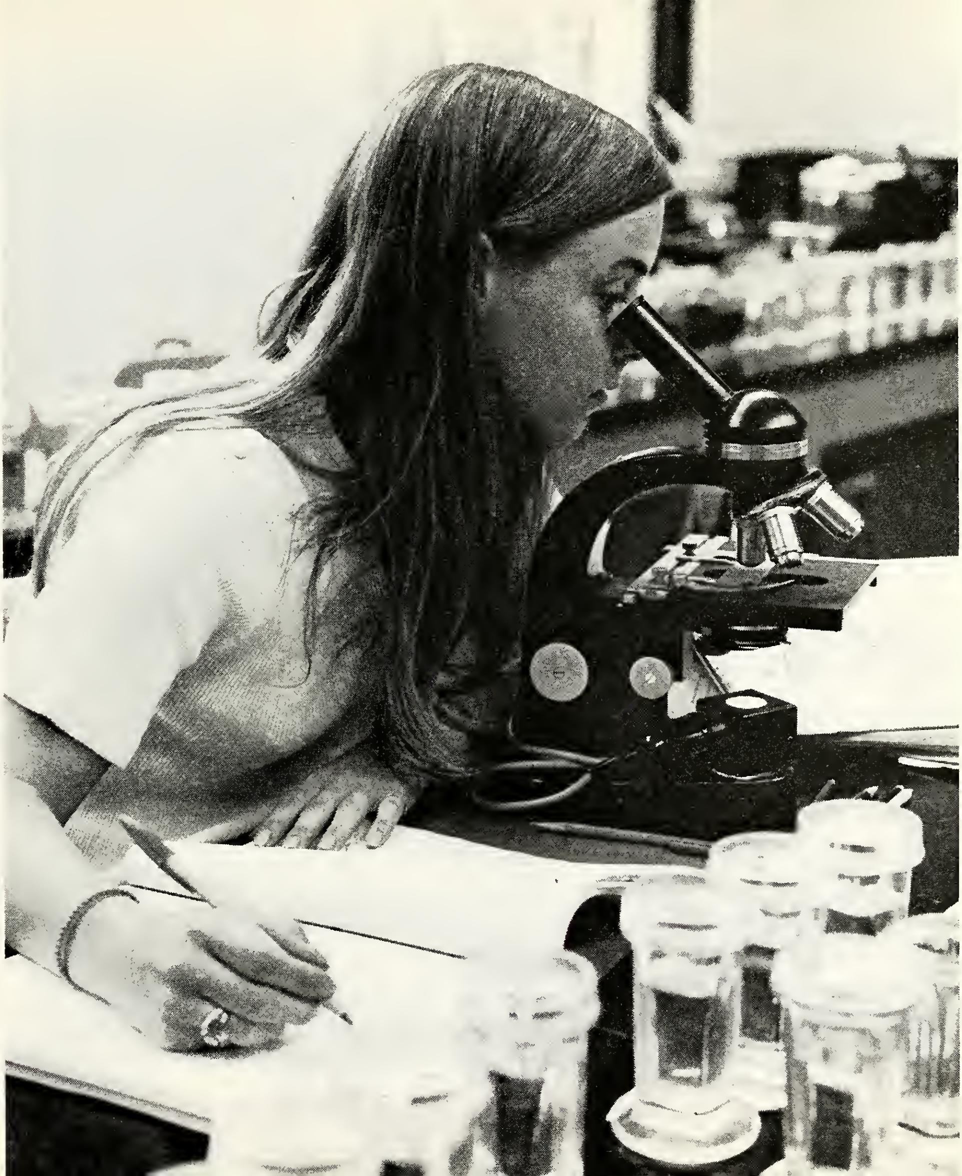
Interested students are urged to file their Chatham applications well in advance of the filing dates required by their chosen programs, but not later than April 1 for programs that begin in the fall. Further information and the Chatham application form may be obtained at the Office of Evaluation Services.

SUMMER STUDY

A student wishing to receive credit for summer study must secure, in advance of study, approval of both the course work to be taken and the institution where it will be taken. The equivalent of two courses is the usual program permitted. No credit is allowed for work of less than *C* grade. Application for approval should be filed with the Registrar before May 1.

SEMESTER IN WASHINGTON

Juniors with strong backgrounds in political science, superior academic records and ability to do independent study are eligible for a semester in residence at American University, Washington, D.C. Students may choose the Washington Semester with a focus on American national government; the Urban Semester with a focus on urban and metropolitan problems; or the International Semester with a focus on U. S. foreign policy and diplomacy. Each program enables the student to meet some of the nation's political and governmental leaders and to become associated with them. Each program includes an individual research project. Credits earned are applied to the fulfillment of the graduation requirement.



Academic Advising

The College's open curriculum implies the need for a conscientious program of academic advising. While it is clear that the responsibility for designing a program of studies rests finally with the student, it is equally clear that faculty guidance can contribute importantly to the student's own process of setting and implementing her educational aims. Above all, the faculty adviser will be able to place the student's deliberations in a broader context than might otherwise be possible. Thus the adviser can be expected to offer information on the intellectual resources of the College, careful analysis of the student's course of study, and perspective with regard to the student's academic future. Although the advising relationship will undoubtedly vary widely, the least the student can expect from her adviser is concerned and attentive consultation through which she can regularly evaluate her efforts in light of her educational purposes.

Each entering freshman will be assigned a faculty adviser from a group of freshman advisers appointed by the Provost. Before the beginning of classes freshmen will meet with their advisers, who will have received information concerning each advisee, in order to discuss in depth a program for the first term. So that freshmen will have sufficient time to become fully aware of the nature of courses open to them, registration for freshmen will not be held until after the first full week of classes. During this period freshmen will be free to attend all courses in which they might enroll, except Freshman Seminars, for which students will have pre-registered. This deferred registration date will permit additional contact between student and adviser.

Ordinarily a student will remain with the freshman adviser until a tentative major or focal interest has been chosen, which could be as early as the end of the first term of the freshman year, and usually would not be later than the second term of the sophomore year. At that time the student will apply to the chairman of the department of her choice or the professor of her choice in the case of a major which is not departmental. In this determination of a major adviser, students should be as free as possible to choose or to change their advisers, subject only to the need for roughly balanced advising responsibilities among the faculty. Entering transfer students will select advisers according to the above procedures after consultation with the Dean of Studies.

During the second half of each of the long terms a week will be designated as advising week. During that week it will be the responsibility of every adviser to provide a one hour's scheduled appointment with each of his advisees. Advisers should make additional time available throughout the academic year for advisees who need it. The advising week will also be the scheduled period for changing advisers.

Academic Procedures

ACADEMIC CREDIT

The unit of academic credit for courses offered either in the term or the Interim is the course unit. For purposes of evaluation outside the College, the Chatham course unit is defined as three and one-half (3.5) semester hours. The graduation requirement is thirty-four (34) course units.

Courses are valued at one-half, one, or one and one-half course units, each course as defined elsewhere in this publication under courses of study.

Effective in 1973-74, based on the current graduation requirement of 34 units, the maximum limit of a *normal* academic load is defined as 9 units *per year.*

A program of five course units in any one term is considered an *academic overload.* A student may automatically qualify to take an overload on the basis of Committee on Academic Standing criteria, or she may petition for permission to take an academic overload. Students who qualify for overloads must be academically well above average.

For all academic programs exceeding 9 units per academic year there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

For the purpose of defining a full-time student, the normal student course load will be between 7 and 9 units on an annual basis. This means that any program above 9 units on an annual basis will be charged a per unit course fee for the number of units greater than 9, and that programs of less than 7 units on an annual basis will be charged tuition on a per course unit basis.

TERM OF STUDY

The graduation requirement of thirty-four course units will usually be distributed as four course units in each of eight terms with the inclusion of a minimum of two and a maximum of four Interim courses. A student may choose to participate in four Interims thus taking four courses to relieve a term program during one or more terms or simply to take additional courses over the four-year period.

All full-time students must carry at least three course units each term.

Allowance is made for work done *in absentia* if it has the prior approval of the responsible departmental faculty or faculty committee and the Dean of Studies, or in the case of Interim courses, of the Interim Committee and the Dean of Studies.

The Chatham residence requirement must be met (see page 3, item 3).

GRADES

The grades in use are:

A = Excellent achievement in course
B = Good achievement in course
C = Satisfactory achievement in course
S = Satisfactory or better achievement in course; minimum value is C
U = Unsatisfactory work in course
W = Withdrawal from course with no penalty
WU = Withdrawal from course while doing unsatisfactory work
I = Incomplete work in course; a temporary grade given only when there exist extenuating circumstances that prevent completion of a course on schedule. Approval of the Dean of Studies is required. Failure on the part of the student to remove an I by the end of the first four weeks of the following term automatically results in failure in the course. Incomplete grades are not available for Interim courses.

The student decides with the aid of an adviser whether to enroll in a course for a traditional grade or on the S/U grade basis. Freshmen are encouraged to enroll in all of their first term courses on the S/U basis. The student declares her option to the Registrar at the time of registration. A change may be made during the first two-week period of the term. For a few courses, in particular some offered at the Interim, only S/U grades are given, by decision of the instructor. For a few other courses related to certification needs by groups outside the College, the S/U option is not available. For a cross-registered course, the declaration to the Chatham Registrar is made within two weeks of the beginning of the course. Otherwise, S/U enrollment in a cross-registered course is subject to the rules and regulations of the host institution.

The content, standards, requirements and opportunities of a course are not altered to accommodate one or another grading scale. As described in the above grade uses, the minimum value of the *S* grade is equivalent to the grade of *C* or above; the *U* grade has the same definition under either option. Grades are not assigned quality points and there are no grade averages. Students are not ranked.

The Registrar reports grades and credits earned to all students and their advisers at the close of each term.

ACADEMIC STANDING

Academic standing refers to the level of advancement and the quality of the work completed. The progress of each student is reviewed at the close of each term. A student whose recent or cumulative work does not meet expected standards of progress, or one who is making unsatisfactory grades in the junior or senior years is not in good academic standing and may be warned, placed on probation, or dismissed, as the total circumstances seem to warrant. Such review is conducted by the Committee on Academic Standing with notification of probation, warning or dismissal sent to the student and her faculty adviser by the Dean of Studies.

Honors and Awards

Departmental Honors or Program Honors are awarded at graduation to those students who distinguish themselves in the course work of their major or special programs. Such honors are awarded at the discretion of the student's department or adviser and as approved by the faculty.

In addition, special awards are presented each spring to students who have excelled in their academic work and who have made outstanding contributions to college life and to civic and community affairs.

EXEMPTION AND CREDIT BY EXAMINATION

A student may earn exemption from a course by demonstrating satisfactory fulfillment of the main objectives of the course. In addition, by special application, credit may be earned by examination for a course when superior achievement is demonstrated. Examinations for these purposes may be written or oral and are arranged by the Office of Evaluation Services with the department faculty concerned.

Automatic provisions are made for students who have participated in the Advanced Placement Program of the College Board.

THE AUDITING OF COURSES

Students enrolled on a full-time basis may audit a course with the permission of the instructor. No entry is made on the permanent record. Students are nevertheless encouraged to audit courses by making appropriate arrangements with the course instructor.

COURSE REGISTRATION

Students must register for classes on the date indicated in the College calendar. There is a $15.00 processing fee for registrations after this date.

Courses may be added through the first two weeks of the long terms with the approval of the course instructor and the faculty adviser. With the same approval, courses may be dropped through the first four weeks of each of the long terms with no academic penalty. If a course is dropped after the time indicated above, a WU is automatically recorded on the student's record unless the reason is approved by the Dean of Studies. Courses may not be added after the third day of classes of an Interim, but courses may be dropped through the first week of Interim without academic penalty. If a course is dropped after the time indicated, without the approval of the Dean of Studies, a WU will be automatically recorded. There is a processing fee of $5.00 for course changes made after the stated deadlines.

Exceptions to any of the preceding may be made only by the Dean of Studies. Requests for exception should be filed by the student through the Registrar.

ATTENDANCE AT CLASSES

Every student, in coming to Chatham, accepts the responsibility to attend all scheduled meetings of her classes. Each faculty member at the beginning of his course makes clear his expectations concerning class attendance. Full participation in the course implies completing the work on schedule and making up work missed because of emergency absence.

ABSENCE FROM FINAL EXAMINATIONS

Unexcused absence from an examination results in a failure in the examination. Absence from an examination is excused only by the Director of Counseling or Dean of Studies for illness or other serious emergency. In such instances, a deferred examination may be taken at the time set by the Registrar for late examinations. The fee for late examination is $10.00 per course unless waived by the Director of Counseling or Dean of Studies.

TRANSCRIPTS

Graduates and students are entitled to one transcript of their College record without charge . A charge of $1.00 will be made for each additional transcript. A time allowance of two weeks is required for processing. Requests for transcripts should be made to the Office of the Registrar; checks should be made payable to Chatham College.

WITHDRAWAL

When a student withdraws voluntarily from the College during the academic year she must complete the *notice of withdrawal* form, which requires authorization from parent or guardian. This form is deposited with the Dean of Studies or Director of Counseling. The official withdrawal date then becomes the date on which the form is received by any one of these officers.

The College may, upon the recommendation of the College Physician, request that a student withdraw for reasons of health.

With the exception of those students who obtain leaves of absence, return to the College after withdrawal is subject to reapplication and acceptance for admission. Requests should be addressed to the Director of Admissions and be accompanied by a $15.00 application fee.

LEAVES OF ABSENCE

Medical

On the recommendation of the College Physician to the Director of Counseling or Dean of Studies a medical leave of absence for a stated period of time may be considered rather than medical withdrawal in certain types of illness or injury.

A student requiring a medical absence should consult with the Director of Counseling for information on procedures and adjustments that pertain.

Voluntary

A student planning to be absent from the College temporarily may submit a request for a leave of absence for a stated period to the Committee on Academic Standing. Reasons and plans for this absence should be stated in a letter directed to the Committee. If the request is granted, the student may return to the College at the stated time without making formal application for readmission. An extension of this time may be requested. The student is expected to notify the Dean of Studies and pay the $150.00 deposit by

April 20 prior to a Fall term return, or by December 1 prior to an Interim or Spring term return.

Students needing financial assistance upon return should apply for aid through the Financial Aid Office, and they will receive full consideration.

OTHER LEAVES

Students who study in approved Junior Year Abroad programs or other programs approved in advance by the College are considered to be students *in absentia* and are carried on the College roster. They recertify their intent to return by notifying the Dean of Studies and paying the $150.00 deposit by April 20 prior to a Fall term return, or by December 1 prior to an Interim or Spring term return.

DISMISSALS

The College reserves the right to dismiss at any time a student who does not maintain the required standard of scholarship or satisfactory level of over-all progress, or whose continuance in college is detrimental to the student's health or to the health of others.

Students are expected to have attained a degree of maturity enabling them to act as responsible and contributing members of the College community and the community at large.

Conduct which violates the stated regulations of the College or which is contrary to the intent of any standards and regulations of the College will constitute a violation of College policy and can be considered cause for disciplinary action by the appropriate body. This action may include, at the discretion of the College, required withdrawal. In cases involving conduct, as in all relationships with the College, the welfare of the individual student is the primary concern. A special probationary period may sometimes be used when it is believed to be helpful to the total development and progress of the student.

Courses of Study

The departments of instruction are arranged in alphabetical order.

If the numbers of a year course are joined by a hyphen—as Art Tutorial 603-604—the course may not be entered second term and no credit is given until two terms have been completed. If the numbers of a year course are separated by a comma—as Art 101, 102—the course may be entered either term and taken for credit.

Unless otherwise indicated, all courses carry the equivalent of one course unit (3.5 semester hours).

Courses within each department are designated by three-digit numbers. Unless otherwise indicated in the course description, odd-numbered courses are given in the Fall term, even-numbered courses are given in the Spring term, and courses ending in "0" are given in the Interim term.

The first digit of the course number indicates the level of the course as follows:

7 = Faculty Symposia; open to students with permission of the instructor
6 = Tutorial
5 = Independent Study
4 = Course open to seniors only; to others with permission of the instructor
3 = Course open to juniors and seniors only; to others with permission of the instructor
2 = Course open to sophomores, juniors and seniors only; to freshmen with permission of the instructor
1 = Course open to any student, providing stated course prerequisites have been met
0 = Course open to freshmen only

In the second digit of the course number, numbers above "6" identify certain programs as follows:

9 = Interdepartmental course
8 = Black Studies course

The College reserves the right to withdraw any course which is not elected by a sufficient number of students.

ART

Associate Professors Caplan and Sterling (Chairman); Assistant Professor Shepler; Instructor Ford.

MAJOR REQUIREMENTS IN VISUAL ART: Equivalent of 12 courses, including the tutorial and two courses in art history. Programs will be designed by the student and adviser. Studio sessions normally occur twice a week for three hours each meeting. Except for certain courses as indicated, students are expected to supply all materials. (See page 138, Applied art fee.)

MAJOR REQUIREMENTS IN ART HISTORY: 12 courses, including Art 131, 132, the tutorial, and two courses in studio art. In addition, at least one course is required in four of the following fields: Ancient, Medieval, Renaissance, Baroque, Modern, and non-Western. If possible, students majoring in art history should plan a concentration of at least three courses in one field or in a coherent grouping of fields.

101, 102. DRAWING. Emphasis will be placed on a working understanding of various techniques, concepts of image making, perception and qualitative problem solving using various drawing media. Each term.

111. PAINTING. Concepts of color as a means toward illusion and structure will be emphasized. Fall term.

112. PAINTING. More advanced course based on students' own ideas. Spring term.

115. TWO-DIMENSIONAL DESIGN—NATURE SOURCE. A study of the principles of color theory and design working with the organization of the surface and design fundamentals—relating textures, forms, spacial relationships, and composition to direct slide studies from nature. A variety of materials and techniques will be used to give the student a deeper understanding of design occurring all around her, then applying these concepts to successful, personal solutions. Fall term.

116. THREE-DIMENSIONAL DESIGN. A study of three-dimensional form through a series of problems using simple materials. The investigation of mass and space is studied through the construction of objects ranging from garments to toys. Prerequisite: Art 115. Spring term.

121. THREE-DIMENSIONAL STUDIO. The processes of building, casting, and shaping sculptural forms are studied using plaster, wood, stone, and metal. Fall term.

122. THREE-DIMENSIONAL STUDIO. The techniques of clay modelling from life, armature building, and basic mold-making are investigated. Prerequisite: Art 121. Spring term.

123, 124. CERAMICS—HAND-BUILT. An introduction to the skills and esthetics of making ceramic forms through slab construction and other hand-building techniques. Surface enrichment through texture, staining, and glazing is explored. Each term.

130. STUDY OF RAKU. An intense study of the Raku process. Proceedings from the clay form to the iridescence of the finished product, in this highly unique kind of firing. Other unusual clay and glaze techniques will be explored in conjunction with Raku. Prerequisite: Previous experience in ceramics. Interim.

131, 132. SURVEY OF THE HISTORY OF WESTERN ART. An historical and analytical survey of Western art from ancient times through the twentieth century including the areas of painting, sculpture, and architecture. Fall term serves as prerequisite for Spring term. Each term.

141, 142. CERAMICS-THROWING ON THE WHEEL. A course for beginners studying ceramic form, design, and clay as an unlimited material, emphasizing throwing on the wheel. Glazing, firing, and other technical aspects of this art will be studied as an integral part of the course. Each term.

161, 162. ADVANCED CERAMICS. For students having any previous experience with clay. This course will develop a deeper appreciation for ceramics, from the calculation and formulation of new glazes for personal use, to exploring new unique approaches to glazing, throwing, and hand-building. Concern for good design and the development of individual styles will be stressed. Each term.

195. INTRODUCTION TO ARCHITECTURE. A study of the language and basic concepts of architecture, focusing on the design elements with which architects work: space, circulation, structure, and orientation. Work will include readings, simple design problems, analyses of problems in Pittsburgh architecture. Visitors from architectural firms and city planning boards will occasionally lead class discussions. Interim.

211, 212. ADVANCED PAINTING AND DRAWING. More advanced course based on students' own ideas. Prerequisite: Permission of the instructor. Each term.

503, 504. INDEPENDENT STUDY IN ART HISTORY. All independent study proposals must be submitted in writing 30 days before registration for approval by the art faculty. Each term and Interim.

505, 506. INDEPENDENT STUDY IN STUDIO ART. All independent study proposals must be submitted in writing 30 days before registration for approval by the art faculty. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

BIOLOGY

Professor Chmura; Associate Professor Hess (Chairman); Assistant Professors Compher and Kostalos.

MAJOR REQUIREMENTS: For the B.A. degree, 13 courses, including the tutorial. For the B.S. degree, 16 courses, including the tutorial.

One year of general biology is required of all biology majors and is a prerequisite for all other biology courses. This requirement may be exempted on the basis of Advanced Placement and/or satisfactory performance on an exemption examination.

For the B.A. degree each major is required to take at least seven course units in biology including the seminar in biological literature (Biology 349) but exclusive of the tutorial and also exclusive of the one required year of general biology. Seminar is usually taken in the junior year. Chemistry 101 or 103 and 205 and 215 should also be completed before the senior year. Psychology 141 may be taken for credit toward the biology major.

For the B.S. degree, three additional courses in mathematics, physics, or chemistry are required. The courses to be taken are determined individually for each student.

045. FRESHMAN SEMINAR: FOOD: PRODUCTION, POLITICS, AND PEOPLE. An examination of the problems and progress in the general subject area of world food production. Topics to be examined will include some aspects of the biology and chemistry, harvesting, politics, psychology, and distribution of food. Fall term.

049. FRESHMAN SEMINAR: MAN VERSUS SCIENCE. A study of the conflict between man and his rapidly accumulating technology. Topics in the areas of organ transplantation, abortion, population control, genetic engineering, behavioral control and the prolongation of life will be included. Fall term.

120. BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. A course dealing with the biological and physiological functions of human beings. Topics covered will include menstruation, conception, pregnancy, birth, contraception, and abortion. Field trips to local institutions, and speakers on fertility, planned parenthood, and maternal care will be included. Students will be required to complete an in-depth research report on some specific aspect of sexuality. Interim.

124. BOTANY. The morphology, taxonomy, and evolution of plants. Three class meetings and four hours laboratory and/or field work per week. 1½ courses. Not offered in 1973-74.

127. BIOLOGICAL EFFECTS OF WATER POLLUTION. A laboratory and field study of the effects of water pollution on biological systems. Some areas to be investigated in the laboratory are the mechanisms of algal blooms as well as the effects of pesticides,

toxic chemicals, and temperature increases on aquatic organisms. Field trips to the Monongahela and Allegheny rivers are planned to study the onsite causes of water pollution and also to examine the existing flora and fauna in these rivers. Water pollution control measures will also be investigated. One four hour laboratory per week. Spring term.

140. EVOLUTION. The historical aspects of organic evolution will be studied, but major emphasis will be placed upon the modern genetic theory of evolution as a continuing process. A portion of the course will deal specifically with the biological and philosophical aspects of human evolution. This course is designed for students without previous science courses, but a scientific approach to the subject will be taken. Use will be made of films and museum trips. Interim.

143, 144. GENERAL BIOLOGY. A study of the principles revealed by living organisms. Three class meetings and two hours of laboratory per week. Each term.

148. ECOLOGY. A study of the interrelation between organisms and their environment. Three class meetings and four hours of laboratory and/or field work per week. 1½ courses. Spring term.

153. HUMAN GENETICS. An introduction to biological heredity through consideration of the genetics of man. Advances in the science of genetics are having a profound effect on man's understanding of himself and on his potential for influencing his present and future well being. This course is intended primarily to contribute to the student's general education in these matters, and although certain aspects of genetics will be considered in some rigor, the course is not designed as a substitute for the basic course in genetics. Fall term.

155. THE CELL. The study of the organization and function of living matter at the cellular level. Topics to be included are cytology, cytogenetics, cell physiology, and cell differentiation. Classes will meet three hours per week to be divided between lecture and laboratory. Not offered in 1973-74.

201. INVERTEBRATE ZOOLOGY. A study of the systematics, life cycles, and ecology of invertebrate animals. Three class meetings plus four hours of laboratory and/or field work per week. 1½ courses. Not offered in 1973-74.

202. ANIMAL PHYSIOLOGY. A study of the functioning of cells, tissues, and organ systems of animals. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103. 1½ courses. Spring term.

203. COMPARATIVE CHORDATE ANATOMY. A study of the chordate body form in terms of how evolutionary changes, functional adaptations, and morphological modifications have determined its structure. Three class meetings and four hours of laboratory per week. 1½ courses. Fall term.

204. COMPARATIVE AND EXPERIMENTAL EMBRYOLOGY. A study of the normal developmental processes, supplemented by experiments useful in elucidating mechanisms controlling morphogenesis. Three class meetings and four hours of laboratory per week. 1½ courses. Spring term.

205. ADVANCED EMBRYOLOGY. A study of the current problems of developmental biology. Three class meetings and four hours of laboratory per week. Prerequisite: Biology 204. 1½ courses. Not offered in 1973-74.

221. GENERAL MICROBIOLOGY. The study of fundamental characteristics of bacteria and related micro-organisms including taxonomy, physiology, and distribution. Three class meetings and four hours of laboratory per week. Prerequisite: Chemistry 103 and 104. 1½ courses. Fall term.

222. THE BIOLOGY OF DISEASE. Lectures, demonstration, and projects illustrating the mechanisms of departure from the healthy state in living organisms. Explorations of parasitic, nutritional, environmental and inherited diseases of man and animals. Considerations involved in immunity, diagnosis, chemotherapy and public health. Prerequisite: Biology 221. Spring term.

223. PLANT PHYSIOLOGY. The physiological and chemical reactions of plants in relation to the environment. Three class meetings and four hours of laboratory per week. 1½ courses. Fall term.

229. BACTERIAL ECOLOGY. The study of bacteria as they relate to and influence various natural habitats such as air, water, soil, animals, and plants. Relationships among bacterial populations will also be considered. Classes will be conducted as lecture, laboratory, and field sessions. Four hours of participation per week. Prerequisite: Biology 221. Not offered in 1973-74.

241. GENETICS. A study of the principles of inheritance in plants and animals. Laboratory exercises and experiments which explore the mechanisms of inheritance. Four hours of laboratory per week. 1½ courses. Fall term.

252. MOLECULAR BIOLOGY. This course includes the tools and concepts of molecular biology. Topics discussed include nucleic acids, enzymes, protein synthesis, metabolic pathways, biosynthesis, and cellular regulation and control. Three class meetings and four hours of laboratory per week. Prerequisite: Permission of the instructor. 1½ courses. Not offered in 1973-74.

258. HISTOLOGY. A microscopic study of tissues and cells relating structure of individual parts to the functioning of living things. Three class meetings and four hours of laboratory per week. 1½ courses. Not offered in 1973-74.

260. ENDOCRINOLOGY. A survey of the structure and functions of vertebrate endocrine glands will be made, with major emphasis on the physiological processes controlled by hormones. 1½ courses. Not offered in 1973-74.

340. MARINE BIOLOGY. A concentrated study of pelagic and intertidal organisms in their natural habitat. The course will be held at the Pigeon Key Biological Field Station of the University of Miami, Miami, Florida. Prerequisite: Biology 201. Interim. Not offered in 1973-74.

349. SEMINAR. Studies of contemporary biological research literature. Critical survey of research methodology applicable to biological problems. Consultations with local researchers; studies of research facilities. Spring term.

354. SPECIAL TOPICS. Lectures and laboratories in selected areas of contemporary biology. 1½ courses. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

CHEMISTRY

Professor Paulson (Chairman); Associate Professor Richey; Assistant Professor Gibbon.

MAJOR REQUIREMENTS: B.S. DEGREE: 15 courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 216, 301, 311, 312, 322, 324, 431, 441, 603, and 604. The following courses outside of the chemistry department are prerequisite to some of the required courses in chemistry; the equivalent of Mathematics 101 and 102; Mathematics 251 and 252 (Physics I and II) for the major. Additional courses in mathematics are recommended. A reading knowledge of German is required for this degree. B.A. DEGREE: 11½ courses, including the tutorial. Required courses: Chemistry 103, 104, 114, 205, 206, 215, 301, 311, 312, 431, 603, and 604. The physics and mathematics courses listed in the above paragraph are prerequisite to some of the chemistry courses.

101. CHEMISTRY. Observations, hypotheses, theories and laws dealing with the development of modern chemistry. Three recitations and a two-hour laboratory weekly. Fall term.

102. CONTEMPORARY TOPICS IN CHEMISTRY. Applications of observations, hypotheses, theories, and laws to selected topics in chemistry. Three lectures and a recitation session weekly. Spring term.

103. STRUCTURAL CHEMISTRY. An introduction to modern chemistry, emphasizing atomic, molecular, and solid state structures. Three lectures, one discussion session, and three hours of laboratory weekly. Fall term.

104. ELEMENTARY ANALYTICAL CHEMISTRY. Theory of gravimetric and volumetric analysis. Introduction to complex solution equilibria, oxidation-reduction equilibria, and electrochemistry. Three lectures and one recitation period weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 114. Spring term.

114. QUANTITATIVE ANALYSIS LABORATORY. Applications of gravimetric and volumetric methods in chemical analysis. Six hours of laboratory and one recitation weekly. Corequisite: Chemistry 104. ½ course. Spring term.

190. DESIGN AND CONSTRUCTION OF SCIENTIFIC APPARATUS. An examination of the basic methods and techniques required for the construction of apparatus used in scientific research. Primary emphasis will be placed on electronics and the devices used to convert experimental responses into electrical signals. The course will also introduce the student to a variety of skills frequently encountered in the research laboratory including the use of machine tools, soldering, glass blowing and drafting. A large portion of the course will be devoted to laboratory work, culminating in the completion of one or more projects by each student. Interim.

205. ORGANIC CHEMISTRY. A study of the preparation, reaction, and properties of the common classes of aliphatic and aromatic compounds. Three lectures and one discussion session weekly. Prerequisite: Chemistry 103; Corequisite: Chemistry 215. Fall term.

206. ORGANIC CHEMISTRY. Organic syntheses, reaction mechanisms, and other theoretical aspects of the subject. Three lectures and one discussion session weekly. Prerequisite: Chemistry 205 and Chemistry 215. Spring term.

208. BIOCHEMISTRY. Study of the chemistry and metabolism of biological compounds. Three lectures and three hours of laboratory weekly. Prerequisite: Chemistry 205 and Chemistry 215. Not offered in 1973-74.

215. ELEMENTARY ORGANIC LABORATORY. Synthesis and properties of common classes of organic substances. Six hours of laboratory weekly. Corequisite: Chemistry 205. ½ course. Fall term.

216. ORGANIC CHEMISTRY LABORATORY. Six hours of laboratory weekly. Corequisite: Chemistry 206. ½ course. Spring term.

301. SEMINAR IN CURRENT RESEARCH METHODOLOGY. Fundamentals in preparation for research in chemistry, including information retrieval. Two recitations per week, with outside assignments for library training. ½ course. Fall term.

311. PHYSICAL CHEMISTRY. Descriptions of physicochemical systems, thermodynamics and chemical equilibrium, solutions and phase equilibria. Three lectures, one recitation, and six hours of laboratory weekly. Prerequisite: Chemistry 104, 114, 205, and 215, one year of calculus and one year of college physics. 1½ courses. Fall term.

312. PHYSICAL CHEMISTRY. Electrochemistry, kinetic theory, and chemical kinetics. Three lectures, one recitation weekly and six hours of laboratory weekly. Prerequisite: Chemistry 311. 1½ courses. Spring term.

322. TOPICS IN ANALYTICAL CHEMISTRY. Theory of electrical, optical, chromatographic and electromagnetic methods of analysis. Three lectures and one recitation session weekly. Prerequisite: Chemistry 311. Corequisite: Chemistry 312. Not offered in 1973-74.

324. INSTRUMENTAL ANALYSIS LABORATORY. Laboratory experience in spectrophotomatic, electroanalytical and chromatographic techniques. Six hours of laboratory per week. Corequisite: Chemistry 322. ½ course. Not offered in 1973-74.

431. ADVANCED INORGANIC CHEMISTRY. Modern theories and concepts of atomic and molecular structure, with illustrative material drawn from various classes in inorganic compounds of current interest. Three lectures and one recitation session weekly. Prerequisite: Chemistry 312. Fall term.

441. ORGANIC ANALYSIS. Systematic study of identification of pure organic compounds, involving a review of organic reactions and their application as tests for the presence of various functional groups. Instrumental methods are included. Three lectures and six hours of laboratory per week. Prerequisite: Chemistry 206, 216, and 312. 1½ courses. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

DRAMA

Associate Professors Wenneker (Chairman) and Neeson; Lecturers Crippens and Nemitz; Technical Associate Stang.

MAJOR REQUIREMENTS: 11 drama courses, including Drama 101, 102, 103, 104 and the tutorial.

001. FRESHMAN SEMINAR: FORM IN PERFORMANCE. A consideration of the form written material tends to take when designed for performance. Investigation will concentrate on techniques of plotting and characterization, methods of establishing time, place, and atmosphere, and the concept of action in drama. Fall term.

101, 102. THEATRE WORKSHOP. Voice and movement for the stage. Practice and projects to extend personal capabilities, and when appropriate, background theory. Work second semester leads to a production. ½ course. Each term.

103, 104. FIRST COURSE IN THEATRE. A consideration of the main types and styles of drama as well as the various crafts of theatrical productions: scenery, lighting, costume, and acting. Students in this course participate in department productions. Each term.

105. ACTING I. Investigation and application of dynamic methods of projecting meaning on stage. Study concentrates on mime, interpretive stage movement, and improvisation. Fall term.

106. ACTING II. An extension of training exercises into scenes, as well as consideration of selected methods of characterization. Application continues through improvisation but expands to include scenes and one-act plays. Spring term.

107. MODERN BRITISH DRAMA. A study of plays from Pinero to Pinter. Fall term.

108. AMERICAN DRAMA. A study of American plays from early Eugene O'Neill to the present. Plays will include works of Maxwell Anderson, Clifford Odets, Thornton Wilder, Lillian Hellman, Arthur Miller, Tennessee Williams, Edward Albee, Megan Terry, and Ed Bullins. Spring term.

130. REHEARSAL AND PRODUCTION. The work of the course is to produce a distinguished play under rehearsal conditions approximating those of the professional stage. In addition to the production there are lectures by faculty members outside the Drama Department on subjects suggested by the content of the play. Interim. Not offered in 1973-74.

132. THEATRE IN ENGLAND. The class will be based in London and will attend as large a number of productions as the situation permits. Theatre going will be reinforced by talks with British theatre people, where possible, and by preparatory lectures and critiques. If arrangements can be made to attend productions outside London (Oxford, Bristol, Edinburgh, Paris), advantage will be taken. Interim.

134. COMMUNICATIONS AND THE MEDIA WITH SPECIAL EMPHASIS ON TELEVISION. An examination of the history of the medium, relating this history to the present day. Emphasis will also lie on the vital role television plays as a means of relating the news, and also on the role it has in relation to politics. The role of television as an educator and as a narcotic will also be discussed. Critical viewing and demonstrations of how programs are produced will also be included. The course will utilize film, slides, audio and video tapes, and guest speakers. Fall term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in non-scripted improvised theatre, for both children and

adults. Course material will consist of readings in the area of improvised theatre and application of these ideas through classroom experiments. Fall term.

201. WORLD DRAMA. Studies in the development of drama from Greek classics to nineteenth century realism. Not offered in 1973-74.

202. MODERN EUROPEAN DRAMA. Studies in drama from *Woyzeck* to *Marat/Sade.* Plays will be considered in relation to the theatrical and cultural condition in which they originated and the permanent ideas they express. Not offered in 1973-74.

208. CONTEMPORARY DRAMATIC EXPRESSION. An exploration of the newer trends in theatrical practice will be made. Consideration will be given to the acting, staging, and interpretive techniques required by contemporary styles in written and non-descriptive forms of dramatic production. Advantage will be taken of experimental Pittsburgh productions by attending and evaluating significant contemporary plays as well as a critical study of written and "scenaric" style scripts. Students should budget up to $10.00 for theatre tickets. Spring term.

210. DRAMATIC CRITICISM. Systematic and critical review of the important theories of the nature of the theatrical experience. Evaluation of the theories through consideration of selected plays. Study of new concepts of drama and the application of dramatic theories through experimental scripts. Not offered in 1973-74.

211. THEATRE HISTORY I. This course traces playhouses, staging, and the consequent relationship between the play and its audience from the Greek threshing circle to the wooden "O" of Shakespeare. Not offered in 1973-74.

212. THEATRE HISTORY II. This course considers proscenium staging in the French and Spanish neo-classic theatre and continues to the arena and audience participation staging of today. Not offered in 1973-74.

303, 304. DIRECTING. Principles of staging. Modifications of conventional presentation such as theatre-in-the-round will be considered. Important directors and their contributions to the theatre will be studied. Problem scenes and short plays will be produced. Prerequisite: Drama 103, 104 and/or 105, 106. First term is prerequisite for the second term. Each term.

341. SPECIAL TOPICS IN THEATRE AND DRAMA. Advanced studies to be determined by particular student interests and special experiences and competencies of instructor. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term.

ECONOMICS

Associate Professor Boyce (Chairman); Instructor Holden.

MAJOR REQUIREMENTS: 10 courses, including Economics 101, 102, 321, and the tutorial.

Students interested in continuing their studies in economics are strongly urged to take Mathematics 101, 102, and 110.

101. THE AMERICAN ECONOMIC SYSTEM: MACROECONOMICS. An introduction to economics. A study of some characteristics of the contemporary American economy. The concepts of National Income and Output are analyzed and emphasis is placed on factors which influence the level of economic activity including fiscal and monetary policy. Spring term.

102. THE AMERICAN ECONOMIC SYSTEM: MICROECONOMICS. The role of the consumer and producer in the economy is studied in the context of the functioning of the price system in different market structures. Emphasis is also placed on the factors which influence the distribution of income (rent, interest, profit, wages) in the economy. Fall term.

113. MONEY AND BANKING. The following topics are studied: the nature and function of money; the American monetary system and the role of the banking system in creating the nation's money supply; the structure and functions of the Federal Reserve System as the principal agency for monetary control; monetary theory and its relation to monetary policy; current problems relating to the impact of monetary policy on the level of prices and employment. Prerequisite: Economics 101. Fall term.

114. PUBLIC FINANCE. An analysis of governmental revenue, expenditure and debt policies at the federal, state, and local levels and their contribution to efficient resource allocation, equitable income distribution, full employment, and economic growth. Emphasis is on principles and applications of theory. Prerequisite: Economics 101. Not offered in 1973-74.

115. ECONOMICS AND THE ENVIRONMENT. A basic course in the economics of growth, pollution and conservation of resources. The role of the pricing system and governmental regulation in reducing environmental waste will be examined. Special attention will be given to the current energy crisis and to the economic costs and benefits of meeting government environmental standards. Prerequisite: Economics 102. Fall term.

116. DEMOGRAPHIC ECONOMICS. The economic and social determinants and consequences of fertility, mortality and migration. Special attention will be given to the relations between population growth and resources and to the social and economic changes associated with migration and urbanization. The course will also be concerned with the components and measurement of population change and with the development of theories and simple models of population growth. (See also Black Studies.) Spring term.

117 INTRODUCTION TO URBAN AND REGIONAL ECONOMICS. A survey of general principles of location of economic activities and the analysis of relationships between spatially separated urban and regional economics. Economic development of subnational economic areas. Prerequisite: Economics 101. Not offered in 1973-74.

190. THE STUDY OF THE CITY: PITTSBURGH. This course will focus on the geographic and demographic characteristics of the city of Pittsburgh as factors in the pattern and problems of urban change in the 1970's. Special attention will be given to problems of transportation, housing patterns, education and industrial location and growth. The course will concern itself with the geographic and demographic factors which have both contributed to the existence of the above problem areas and which have limited the range of solutions which are possible or have been taken to date by the city. Problem areas and current urban actions will be explored in depth through discussions with urban leaders and citizen-activists and through field trips to relevant institutions and locations. Interim. Not offered in 1973-74.

211. SEMINAR: MACROECONOMICS. This seminar will provide students with an opportunity to apply the concepts learned in the introductory course to problems facing the American economy. Questions will be raised about government policy goals of growth, stability, and full employment. Investigations will be made into economic aspects of such subjects as automation, poverty, military and defense expenditures, pollution, and urbanization. Students will be encouraged to raise relevant questions of current interest to themselves. Prerequisite: Economics 101. Not offered in 1973-74.

212. SEMINAR: MICROECONOMICS. An intermediate study of the allocation of resources and the distribution of income within various market structures. Insofar as possible, theoretical economic concepts are given operational content, but the main emphasis is on the tools of economic thinking. Prerequisite: Economics 102. Not offered in 1973-74.

215. ECONOMICS OF SMALL BUSINESS. This course will examine the organization, capital needs and labor problems of small business. It will study government and private programs aiding small business development with special attention to the growth and success of "Black Capitalism" in urban areas. Prerequisite: Economics 102. (See also Black Studies.) Spring term.

218. LABOR ECONOMICS. An examination of the economic theory of wage determination and the effects on the labor market of population growth, collective bargaining,

automation, and industrial change. Focus will be on the United States labor market, changes in labor force characteristics over time and the economic effect of union and government labor policies. Prerequisite: Economics 101 and 102. Not offered in 1973-74.

219. INTERNATIONAL ECONOMICS. Introduction to international trade and finance; an examination of the structure of international trade and the functioning of the international monetary system. Attention will be given to recent crises in these areas and the relationship between the domestic and international economies, including the process of adjustment to Balance of Payments disequilibria. Prerequisite: Economics 101 and 102. Not offered in 1973-74.

321. HISTORY OF ECONOMIC THOUGHT. The study of the evolution of economic philosophy and its relationship to the economic system from the Middle Ages. Particular emphasis is placed on the contributions of Adam Smith, Malthus, Ricardo, Mill, Marx, Veblen and Keynes. Prerequisite: Economics 101 or 102. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

EDUCATION

Associate Professors Morgan (Chairman) and Richman; Assistant Professor Jipp; Lecturer Howe; Consultant Russell.

REQUIREMENTS FOR RECOMMENDATION FOR STATE CERTIFICATION IN TEACHING. Students are recommended for Nursery-Third and Kindergarten-Sixth or Secondary Pennsylvania certification after they have satisfactorily completed a competency-based teacher preparation program and the College requirements for the baccalaureate degree. All education students are required to take the National Teacher Examination during their senior year. Pennsylvania enjoys certification reciprocity with an increasing number of states. In those states where reciprocity does not yet exist, students can be certified by meeting the specific requirements of that state.

The required professional program for the secondary level includes the successful completion of a major program, Mathematics 110, and Education 102, 222, 321, 322, 423, plus recommendation of the College for certification. The required professional program for nursery-sixth grade includes Education 102, 208, 211, 212, 322, 413, plus recommendation of the College for certification. All students are expected to participate in field experiences in public schools throughout the elementary and secondary sequences. Close cooperation between the academic departments and the Education Department is utilized to develop the most appropriate course sequence for competency in teaching. Elective courses are offered to enrich the education sequence.

102. SEMINAR IN EDUCATION. Students investigate various roles and functions of the classroom teacher. Teaching behaviors are identified and evaluated with the aid of readings in selected professional literature. Students are expected to develop skills in stating objectives for learning in terms of competencies. Students are required to devote one-half day a week as a teacher aide in the public schools. Not open to first term freshmen. Each term.

191. APPROACH TO CREATIVE DRAMATICS. A course designed for experimentation with the techniques used in nonscripted improvised theatre, for both children and adults. Course material will consist of readings in the area of improvised theatre and application of the ideas through classroom experiments. (Enrollment limited to students not engaged in student teaching.) Fall term.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. Students give attention to the scope and sequence of child learning through sixth grade; they will have some exposure to the field of physical education, health and outdoor education as it relates to the elementary education curriculum. Spring term.

200. PITTSBURGH AS THE CLASSROOM. This course is designed to transform the resources of the City of Pittsburgh into classrooms for ninth grade pupils from the Pittsburgh area. The course will require each student to select at least two significant institutions

or industries in the city and develop learning situations within them. The purposes of the course are to develop the appropriate learning experiences, and to guide, document and evaluate the experiences of these urban youths. Prerequisite: Open only to students engaged in the Education sequence; Education 102, 222, or 208. Interim.

208. COMMUNICATION SKILLS AND THE ARTS. Interrelationships among listening, speaking, writing, and reading are investigated. Classroom organizational patterns, materials, and approaches within the total elementary curriculum, and specific techniques for individualizing instruction are studied. The refinement of teaching strategies through microteaching and tutoring individual or small groups of children in cooperating preschools and elementary schools reinforces the theoretical considerations of the course. Visual art, music, children's literature, and other expressive arts which enhance communication are explored. Prerequisite: Education 102. Each term.

210. LIVING AND TEACHING IN PRIMARY SCHOOLS IN ENGLAND. Selected students will spend a month in Norwich, East Anglia, living with English families and working full time as Assistant Teachers in an Infant School, ages 5 to 7, and a Junior School, ages 7 to 11. They will have the opportunity to experience and participate in English modern informal education planning and practice. They will meet in regularly scheduled seminars and workshops in the Norwich Teachers' Centre, and they will have access to local college and university library resources. The students will document their living and teaching experiences by recording them in journal form, and through the use of still and movie cameras and tape recorders. The documentation will assist students in identifying, classifying and understanding social, cultural and educational similarities and differences in English and American life. Permission of the instructor. Interim.

211. THE CONTEMPORARY PRESCHOOL. Students work as teacher aides in a preschool setting while engaging in systematic study of approaches to preschool curriculum and teaching methods. Prerequisite: Education 102. (Conducted at Carnegie-Mellon University.) Each term.

212. THE CONTEMPORARY ELEMENTARY SCHOOL. Students will engage in seminars, accompanied by experiences in the field and will examine and analyze the relationship of school and community. The teaching of subject matter (mathematics, science, music, art, social studies, health, and physical education) will be explored in the larger context of the development of a variety of teaching styles, strategies and the structuring of learning situations. Theoretical approaches, gathered from appropriate readings, will be tested and evaluated through a variety of experiences—microteaching, video taping, tutoring, small group instruction. Emphasis will be on developing the student's self-awareness through experience, study, and analysis. Prerequisite: Education 102, 208. Each term.

222. PRINCIPLES OF SECONDARY EDUCATION. Students analyze the role of the American high school—urban and suburban: goals of its total curriculum and academic disciplines, their structure and modes of inquiry; the adolescent, his characteristics and needs. Students also practice defining appropriate behavioral educational goals for high school pupils. Further skill in the analysis of verbal and non-verbal classroom interaction is developed. The role of reading in the secondary curriculum is investigated. Students spend one-half day per week in secondary schools in cooperation with experienced Pittsburgh teachers. Prerequisite: Education 102. Spring term.

321. GENERAL AND SPECIFIC TEACHING METHODS FOR THE SECONDARY LEVEL. Students practice effective teaching behavior and techniques for individualization of instruction. Motivation, evaluation of individual goal achievement stated in behavioral terms, and routine school activities are investigated. Video tape recordings assist in self-evaluation of teaching behavior plus the use of interaction analysis instruments. Observation and practical experiences in working in actual classrooms are continued. Specific focus on materials, methods, and curriculum in the student's subject matter specialization field is developed in close cooperation with the academic major professor. Prerequisite: Education 102, 222. Fall term.

322. TEACHING IN AN URBAN SETTING. Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of

teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. (See also Black Studies.) Each term.

413. ELEMENTARY STUDENT TEACHING. Students plan sequential observations and teach at the preschool and elementary school levels under the guidance of an experienced teacher and a faculty member of the Education Department. Video tape recordings, self-evaluation, conferences with supervising teachers, principal, college supervisor, and academic professors, when appropriate, are a significant part of the course experience. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

423. SECONDARY STUDENT TEACHING. Students plan sequential observations and teach on the secondary level. This experience is completed under the guidance of an experienced teacher and a staff member of the Education Department. Weekly conferences and critiques are employed for the student's assistance with the supervising teacher, college supervisor, and the academic major professor. Prerequisite: Permission of the Department Chairman. 2 courses. Each term.

501, 500, 502. INDEPENDENT STUDY. Permission of the instructor. Each term and Interim.

603-604. TUTORIAL. Each term.

ENGLISH

Professors Cummins and Eldredge (Chairman); Associate Professor Adam; Instructors Handel and Weinhold; Lecturer Pollock.

Major Requirements: 12 courses in the department, including the tutorial: three courses must represent study of historical periods; two courses must represent study of single or comparative authors; and one course must represent study of a mode or genre.

Before declaring a major in English, the student must submit for approval by at least two members of the department examples of her prose composition, for decision as to whether or not she will be required to complete successfully a recommended writing course.

Independent study as one or more of the 12 courses may be arranged between a student and an instructor.

001. FRESHMAN SEMINAR: ELECTRA. Differing attitudes toward art and life as seen through the various treatments of the Electra legend: Aeschylus, Sophocles, Euripides, von Hoffmannsthal-Strauss, Eugene O'Neill, Jean Giraudoux, and Jack Richardson. Fall term.

004. IDEA AND FORM IN LITERATURE. This course emphasizes close reading of single works by a variety of writers, such as Vonnegut, Barthelme, Nabokov, Sartre, Kafka, Sarraute, and Melville. Beginning with short fiction and progressing to novels, the course attempts to illustrate how different authors use the elements of fiction to cause us to exercise judgment during the aesthetic events that happen to us when we read. Papers demand clear critical writing. Collateral reading is assigned. Spring term.

COURSES IN COMPOSITION

102. EXPOSITORY WRITING I. A practical course for students who need to improve their skills in grammar and usage, in digesting and arranging ideas, in marshalling suitable evidence, in illustrating a point, in composing distinct paragraphs, and in commanding various appropriate means of reaching an intended audience. Spring term.

104. EXPOSITORY WRITING II. A continuation of "Expository Writing I," a practical course extending work with the structures of essay forms, prose styles, skills in research, and verbal-visual presentations. (Designed for students who have completed "Expository Writing I" or who command the basic skills it covers.) Fall term.

121. CLASSICS OF MODERN FICTION. A close study of some of the masterpieces of recent fiction: short novels by Tolstoy, Forster, Mann, Kafka, Bellow, and others; and attention to the development of skills needed for clear expository writing, particularly those skills most necessary for the writing demanded at the college level. Not offered in 1973-74.

143, 144. IMAGINATIVE WRITING I, II. A student in this course is expected to present a selection of her work each week for class comment and criticism. In addition, special problem topics are assigned weekly to develop writing skills. Reading concentrates on contemporary prose and verse. Each term.

HISTORICAL PERIOD COURSES

115. LITERATURE OF THE EARLY TWENTIETH CENTURY, 1900-1940. A study of some of the writers of this century who have contributed significantly to the direction that literature has taken in the twentieth century. Particular concentration on such writers as Mann, Eliot, Yeats, Joyce, Kafka, and Faulkner, and on fiction more than on poetry. Spring term.

210. EARLY BRITISH LITERATURE. Significant works in England, together with Continental influences upon them from the Anglo-Saxon invasions of Britain until the earliest printing of books in England, Old English epic, lyric, and reflective poetry as they grew from Anglo-Saxon heroic society. Romance, allegory, and satire in relation to the feudal society of the Middle Ages. Beginnings of the drama. Fall term.

211. LITERATURE OF THE ENGLISH RENAISSANCE. A study of the new poetry produced under impact of the continental Renaissance, from Wyatt, Surrey, and Sidney through the lyric poetry of Donne and Milton, including developments in pastoral, sonnet, and the erotic narrative. Also studied will be selected Elizabethan prose fiction and dramas by Marlowe and Webster. Spring term.

213. ENGLISH LITERATURE FROM THE RESTORATION TO THE ROMANTICS. Significant works in the development of English literature from the Restoration through Blake. Representative poetry, prose and drama of the seventeenth and eighteenth centuries. Primarily for sophomores. Not offered in 1973-74.

214. ENGLISH LITERATURE OF THE NINETEENTH CENTURY. A study of works representative of important cultural developments in England from romanticism to realism and the Art for Art's Sake movement. Keats, Tennyson, Browning, Fitzgerald, Dickens, E. Bronte, Hardy, Arnold, and Wilde. Fall term.

216. MAJOR AMERICAN WRITERS: 1800-1855. A study of cultural developments in America in the first half of the nineteenth century, with emphasis on the writings of Poe, Hawthorne, Emerson, Thoreau, and Melville. Fall term.

217. MAJOR AMERICAN WRITERS: 1855-1945. A continuation of English 216, with emphasis on Whitman, Dickinson, Twain, James, Faulkner, and Frost. Spring term.

315. LITERATURE OF THE TWENTIETH CENTURY. Recent contribution to literary tradition in the work of Yeats, Joyce, Eliot, Faulkner, and others. Collateral reading is assigned. Open only to juniors and seniors. Fall term.

AUTHORS COURSES

221. CHAUCER. A study in Middle English of *The Canterbury Tales* and of the minor poems as literary art and as a reflection of English culture of the Medieval period. Prerequisite: English 210 or permission of the instructor. Not offered in 1973-74.

222. GREAT NARRATIVES OF THE WESTERN WORLD. Homer's *Iliad,* Dante's *Divine Comedy,* and Dostoevsky's *Brothers Karamazov* studied in translation. Fall term.

223. THE PLAYS OF SHAKESPEARE. A study of dramatic and poetic qualities in selected plays of Shakespeare. An independent project on one play by Shakespeare or on a

play by one of his contemporaries will be conducted by each student. In alternate years this course is open to underclassmen and non-majors. Prerequisite: Open to English majors and, by permission of the department, to other upperclassmen. Fall term.

320. SEMINAR: SHAKESPEARE'S SONNETS AND TRAGEDIES: An investigation of special topics in Shakespearean tragedy, with study of Shakespeare's sonnets in relation to his tragedies and to his personality. Prerequisite: Acquaintance with at least four of the major tragedies; English 211 is desirable but not required. Spring term.

321. SEMINAR: DONNE AND MILTON. A study of selected major works by these poets of the late Renaissance. Not offered in 1973-74.

322. SEMINAR: SWIFT. An intensive study of works by the greatest prose writer in English neo-classicism. Not offered in 1973-74.

323. SEMINAR: THE BRONTES. A detailed study of the novels of Charlotte, Emily, and Anne, together with an investigation of the major nineteenth and twentieth century critical materials on the Brontes and their books. Spring term.

324. SEMINAR: BECKETT AND JOYCE. An intensive study of major works by these twentieth century writers, including *Three Novels* and *Ulysses*. Not offered in 1973-74.

325. SEMINAR: FAULKNER. A study of the major representative novels of this twentieth century author. Not offered in 1973-74.

328. SEMINAR: MELVILLE. An intensive study of major works by this nineteenth century novelist. Fall term.

MODE AND GENRE COURSES

100. ENGLISH POETIC TRADITION. Study will involve close analysis of the rudiments of English verse (rhyme, meter, rhythm, metaphor, form, and structure) as they

function in a few poems by ten or a dozen major poets. Discussion topics will include the variations played on standard themes, conventions, and forms, the changing attitudes toward poetic diction, and the chronology of the English poetic achievement. The course will call for some oral reading and several brief analyses, and will draw on the resources of the International Poetry Forum. (Recommended for freshmen and sophomores considering a major in English.) Spring term.

130. THE RISE OF THE NOVEL. A study of the antecedents of the novel and its development as both a literary form and an expression of currents in the social and intellectual history of the eighteenth century. Readings will include works by such novelists as Defoe, Richardson, Fielding, Sterne, the Gothic novelists, and Austen. Not offered in 1973-74.

231. NINETEENTH CENTURY ENGLISH POETS. A study of the major works by the chief poets of the Romantic and Victorian eras. Not offered in 1973-74.

232. THE NINETEENTH CENTURY ENGLISH NOVEL. A study of major nineteenth century English novels both as art and as reflection of the Victorian age. Spring term.

233. MODERN AMERICAN POETRY. An inquiry into American poetry today through the major strains in earlier twentieth century poetry: imagism, the esoteric poetry made influential by Pound and Eliot; and the homely, realistic and symbolic poetry with ancestors in Frost and William Carlos Williams. Non-major students by permission of instructor. Not offered in 1973-74.

235. THE NATURE OF TRAGEDY. An exploration of tragedy as a literary mode, as an informing spirit, and as a philosophical problem. The course is concerned largely with drama of the Western world from the Greek tragedians to the present, but includes also critical theories of tragedy and several tragedies in fiction. Not offered in 1973-74.

236. THE NATURE OF COMEDY. An exploration of comedy as a literary mode, as an informing spirit, and as a philosophical problem. The course will consider the practice of comedy in all literary genres and in other media (notably graphic arts and motion pictures), and the theory of comic composition in the writings of both philosophers and practitioners.

Among the writers discussed will be Aristophanes, Boccaccio, Cervantes, Shakespeare, Molière, Wilde, and Shaw, as well as theoretical writings by such as Bergson, Aristotle, Langer, and Frye. Spring term.

338. PRINCIPLES OF LITERARY CRITICISM. A course designed to extend critical abilities and to heighten appreciation of literature and of the art of criticism, by the study of literary theory and critical methods, and by the application of critical principles. Fall term.

OTHER DEPARTMENTAL COURSES

140. VARIETIES OF LITERARY STUDY. A practical exercise to aid students in developing "strategies" with which to approach the reading and discussion of literature. Analysis of the kinds of data—historical, philosophical, biographical, aesthetic—which illuminate literature, and assessment of the ways in which one may use such data profitably. (Designed for underclassmen in the humanities and for students at any level in other areas.) Not offered in 1973-74.

141. LINGUISTICS: AN APPROACH TO LANGUAGE. An introduction to theoretical and applied linguistics, to what is meant by linguistics as "the science of language." The course is designed to provide an understanding of the history, nature, and functions of language, through a linguistic approach, and with the necessary linguistic tools for furthering that understanding. Fall term.

184. BLACK LITERATURE. A study of Black literary writers who represent Black awareness in America through literary genres: poetry, drama, the essay, the novel and autobiography. Writers such as Hughes, Hansberry, Baldwin, Ellison and Cleaver will be studied. (See also Black Studies.) Fall term.

190. FILM WORKSHOP. A beginner's filmmaking course. Elementary work with super 8 equipment. Prerequisite: Experience with still photography or familiarization with all kinds of movies helpful, but *not necessary*. Interim.

195. INTRODUCTION TO ARCHITECTURE. A study of the language and basic concepts of architecture, focusing on the design elements with which architects work: space, circulation, structure, and orientation. Work will include readings, simple design problems, analyses of problems in Pittsburgh architecture. Visitors from architectural firms and city planning boards will occasionally lead class discussions. Interim.

340. CLASSICISM, ROMANTICISM, AND REALISM. A study of three major attitudes toward art and life through analysis of Greek drama and comparative European literature and painting of the eighteenth, nineteenth, and twentieth centuries. Interim.

370. SEMINAR: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES ON AMERICAN LITERATURE, 1919-1941. The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

601. TUTORIAL. A course for those students whose tutorial projects have evolved from an English Department seminar or Independent Study course. Each term and Interim.

603-604. TUTORIAL. A course for those students who have not taken English 601. Each term and Interim.

HISTORY

Professor Borsody (Chairman); Associate Professor Smith; Assistant Professors Weir and Wright.

MAJOR REQUIREMENTS: 11 courses including the tutorial. Unless otherwise stated, courses are open to all classes.

101. THE FORMATION OF EUROPE. An introduction to the study of history in general and of European history in particular. The emergence of Europe as a distinct historical phenomenon is studied from ancient times through early modern times. The emphasis is on interpretation and philosophy of history. Fall term.

102. MODERN EUROPE. Main trends from the seventeenth century to the present. The presentation is both chronological and conceptual. The philosophy of interpresentation as laid down in "The Formation of Europe" (History 101) is further developed in this course. Not offered in 1973-74.

105. THE URBAN CIVILIZATION OF ATHENS AND ROME. The development of the urban society in the ancient Mediterranean world; its political, economic, philosophical and social assumptions and practices. A study of contemporary sources, such as Thucydides and Plutarch, as well as works of modern scholars. Fall term.

106. THE CIVILIZATION OF EUROPE TO 1600. The process of urbanization in medieval Europe and the rural alternative to urban society, study of contemporary sources, such as *Beowulf* and Machiavelli's *The Prince,* as well as works of modern scholars. Spring term.

116. THE AGE OF REASON AND ENLIGHTENMENT. A study of the Age of Reason, the Enlightenment, and the French Revolution, with particular emphasis upon the outlook of eighteenth century men as it was reflected in their political, social, and economic writings and activities. As the cultural and intellectual center of Europe in that age, France is the main focus of this course. Not offered in 1973-74.

121. FROM NAPOLEON TO BISMARCK. Development of the nation-state system and the crisis of multinational empires in Europe. Domestic and international problems in the age of nationalism and liberalism. Students who have taken History 221 may not enroll for this course. Not offered in 1973-74.

122. FROM BISMARCK TO THE COMMON MARKET. Contemporary history of Europe with emphasis on the German problem. The two World Wars and postwar re-

covery, Europe's place in the new world system. Students who have taken History 222 may not enroll for this course. Spring term.

130. BRITISH ARCHITECTURE AND RELATED SOCIAL HISTORY. The purpose of this course is to examine the evolution of British architecture from the earliest times until the present, and to consider the social implications of various emphases in building. Extensive use will be made of color slides to illustrate the subject matter. Interim. Not offered in 1973-74.

132. SOCIAL HISTORY OF MODERN BRITAIN. Emphasis in this course will be placed upon popular movements, unrest, and social change, with particular attention given to the social impact of industrialism and to the causes and effects of modern democracy and socialism in Britain. Not offered in 1973-74.

133. THE GROWTH OF REPRESENTATIVE GOVERNMENT: THE BRITISH MODEL. The development of governing institutions and the nature of popular participation in government. The legal system, constitutional monarchy, parliamentary supremacy, responsible government and democracy have all been realized through a long process. This course examines these institutions and the dynamics of their growth. Spring term.

138, 139. THE ROLE AND STATUS OF WOMEN IN HISTORICAL PERSPECTIVE. An examination of the condition of women in Western Society, past and present. Among the principal topics are the nature and extent of the socialization process, the problems and consequences of prevailing sexual role playing, and some of the scholarship which is challenging long held assumptions about women. 139 will be offered in the Fall term; 138 will be offered in the Spring term.

143. AN INTRODUCTION TO ASIAN CIVILIZATION. After a survey of the peoples and languages of India, China, and Japan, the following topics are taken up for comparative study: classical literature, the family system, the reaction to Western civilization, and communism. (See also Black Studies.) Each term.

150. THE AMERICAN INDIAN. An introduction to the history, culture, and attitudes of American Indians. Field trips, movies, guest lectures, and reading seminars. Pass/Fail only. Interim.

151. INTRODUCTION TO AMERICAN HISTORY. A survey of American history from its beginnings to the present. Intended for students who want the "facts" of American history and opportunities to pursue individual interests. Open to all students but geared to those with no previous American history courses. Fall term.

181. AFRO-AMERICAN HISTORY I. A survey analyzing the Black man's role in twentieth century America, including the Era of Accommodation, The Harlem Renaissance, World War I and related topics. (See also Black Studies.) Fall term.

182. AFRO-AMERICAN HISTORY II. A continued survey analyzing the Black man's role in the twentieth century, including World War II, Era of Contention, Black Revolution, New Deal and present developments. (See also Black Studies.) Spring term.

210. THE HISTORIAN AT WORK. An introduction to historical research and writing. A single problem drawn from English medieval history will be researched in depth with a short monograph as the final report. Group research. Prerequisite: two history courses or permission of the instructor. Interim.

211. HISTORY OF THE EARLY MIDDLE AGES. A survey of the West from the fall of the Roman Empire to the advent of the High Middle Ages. Particular stress will be laid on the development of political, economic, and social institutions. Also, Islamic, Byzantine, and Anglo-Saxon history will be dealt with. Fall term.

212. HISTORY OF THE HIGH MIDDLE AGES. A topical examination of medieval civilization at its height. Topics will include the origins of towns, feudal monarchy, constitutional government, the papacy, and scholasticism. Spring term.

213. THE RENAISSANCE. A topical examination of the Civilization of the Renaissance based on Burckhardt's classic interpretation. The topics will include the urban economy, the papacy, the secularization of politics, and humanism. Not offered in 1973-74.

214. THE REFORMATION. A topical examination of Europe in a state of transition from the Medieval to the Modern. Topics will include the development of national monarchy, the discovery of the New World, religious strife, and the readjustment of social values. Not offered in 1973-74.

230. THE EASTERN EUROPEAN REVOLUTION AND THE PEOPLE'S DEMOCRACIES. An area study of Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Bulgaria, and Albania. The history of nation building and the era of independence between the two World Wars. The Soviet sphere of influence since World War II. Interim.

231. THE AGE OF THE ENGLISH REVOLUTION, 1558-1688. The dynamic forces of conflict which contributed to this first great modern revolution. The struggle over governing authority, and the changing attitudes toward government, social order and the nature of authority. The role played by Puritanism will be given special attention. Open to freshmen with the consent of the instructor. Fall term.

241. RUSSIA FROM RURIK TO THE ROMANOVS. The rise and fall of the medieval Kievan state; Russia under the Mongol rule. The emergence of Moscow as the center of modern Russia. Europeanization from Peter the Great to the reforms of Alexander II. Fall term.

242. THE RUSSIAN REVOLUTION AND THE SOVIET UNION. The crisis of late Imperial Russia. Lenin and the Socialist movement. The revolutions of 1905 and 1917. World War and Civil War. The Soviet Union under Lenin and Stalin. The post-Stalin era. Spring term.

253. HISTORY OF COLONIAL AMERICA, 1607-1763. How and why the new colonies were established, and how they grew into mature and self-conscious political, social and economic entities with the potential for independence from British rule. The outlook and way of life of these early Americans will be examined in an effort to understand how they saw themselves and their environment. Open to freshmen with permission of the instructor. Not offered in 1973-74.

254. HISTORY OF THE AMERICAN REVOLUTION, 1763-1787. This course will consider the relationship between Britain and the American colonies, and the conditions within the various colonies during the revolutionary era. Particular attention will be given to the causes, consequences, and complexities of the revolution. This course is designed to focus in depth upon the crucial formative aspects of our nation's history, and the framework of ideas which undergird these events. Spring term.

256. THE AGE OF CIVIL WAR AND RECONSTRUCTION. The period covered is from the 1830's to the end of Reconstruction in 1877. The issues discussed include the Old South, slavery, abolitionism, causes and consequences of the war, Lincoln's presidency, radical Republicanism, and myths of Reconstruction. Open to freshmen with the consent of the instructor. Not offered in 1973-74.

257. THE ROOTS OF MODERN AMERICA, 1877-1932. The social, political, and cultural history of the United States during its transition from frontier to modern industrial society. Themes examined include alienation, rule by the young, the Black ghetto, the women's movement, corporate power, centralized government, and American intervention abroad. Open to freshmen with the consent of the instructor. Fall term.

258. MODERN AMERICA, 1933-PRESENT. The political, social, and cultural history of the United States during the last 40 years. Presidential leadership from Roosevelt to Nixon, World War II and the Cold War (including the Vietnam War), the arms race, the civil rights revolution and Black power, the silent generation of the 1950's and the counterculture of the 1960's, women's liberation, the environmental crisis. Open to freshmen with the consent of the instructor. Spring term.

359. SEMINAR: AMERICAN CIVIL WAR AND RECONSTRUCTION. An American history seminar involving broad reading in the literature of Civil War and Reconstruction and intensive research in selected problems. Prerequisite: Permission of the instructor. Fall term.

362. SEMINAR: AMERICAN-RUSSIAN RELATIONS, 1917-PRESENT. A survey of relations between the United States and the Soviet Union since the Bolshevik Revolution. Topics include American intervention in the Russian Civil War, the establishment of diplomatic relations in the 1930's, the Grand Alliance of World War II, the origins of the Cold War, the Cold War, and the recent détente. Not offered in 1973-74.

370. SEMINAR: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES ON AMERICAN LITERATURE, 1919-1941. The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MATHEMATICS

Professor Beck (Chairman); Instructor Meissner; Lecturer Adler.

MAJOR REQUIREMENTS: 12 courses in mathematics, including the tutorial. Although no specific sequence of courses is required, a student should give attention to course prerequisites in planning a program of courses. Plans for graduate study, teacher certification, or other vocational goals should also be taken into account. In addition to the offerings of the department, certain courses may be taken for credit at other colleges and universities in the area under the cross-registration program.

Courses in related subject matter are recommended: e.g., logic, the natural sciences, philosophy, and the social sciences. A student intending to pursue graduate study should acquire a reading knowledge of several foreign languages, in particular, German, French, or Russian.

101. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS I. Principles of measurement and data analysis. Formulation of mathematical models. Examples drawn from physics, economics, biology, and psychology. Coordinate systems. Introduction to relations, functions, and vector calculus. Development of Newtonian theory of motion. Introduction to computer programming. Selected topics in the history and philosophy of science and mathematics. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Two years of college preparatory mathematics. Fall term.

102. ELEMENTARY CALCULUS, PHYSICS, APPLICATIONS II. A continuation of Mathematics 101. Study of properties of the elementary functions. Differentiation, antidifferentiation, and integration are applied to the solution of derivative equations and other problems arising in physics, economics, biology, and psychology. Mathematics of growth and decline. Approximation techniques, Taylor polynominals. Three lecture-discussion periods and one laboratory period per week. Prerequisite: Mathematics 101 or equivalent. Spring term.

105, 106. INTRODUCTION TO MODERN MATHEMATICS I, II. History and logical development of the real and complex number systems. Concepts of set theory. Mathematical induction. Comparison and inequality. Measurement and approximation. Equations and inequations. Introduction to functions, coordinate geometry, and graphs. Techniques of problem solving and discovery in mathematics. Prerequisite: Two years of college preparatory mathematics. Each term.

110. ELEMENTARY STATISTICS. Introduction to data processing machinery. Statistical measures and distributions. Decision making under uncertainty. Application of probability to statistical inference. Linear correlation. Introduction to non-parametric statistical methods. Application to problems drawn from the natural and social sciences. Prerequisite: Two years of college preparatory mathematics. Each term.

115, 116. PROBLEM SEMINAR. Participants meet together once weekly along with members of the mathematics faculty to consider, discuss, and develop solutions for mathematical problems drawn from problem anthologies, the problem sections of mathematical periodicals, or other sources. Offered as student interest develops. ½ course. Each term.

217, 218. MATHEMATICS SEMINAR. A study of some specialized topic in mathematics not ordinarily treated in one of the regular offerings of the department. Staff members and enrolled students meet once weekly for discussions. Enrollment by permission of the department staff. Offered as interest develops. ½ course. Each term.

221, 222. INTERMEDIATE ANALYSIS AND LINEAR ALGEBRA I, II. An integration of multivariable calculus and linear algebra: linear spaces and transformations; partial differentiation and multiple integration; implicit function theorems; transforms; applications to differential equations; qualitative analysis. Prerequisite: Mathematics 101 and 102 or equivalent. Each term.

227, 228. ADVANCED ANALYSIS I, II. Topology of R^n, limits, continuity, differentiability; the Riemann integral; functions of several variables; uniform convergence, infinite series, Taylor series; improper integrals, multiple integrals; differential geometry and vector calculus; introduction to functions of a complex variable. Prerequisite: Mathematics 221 and 222 or equivalent. Not offered in 1973-74.

241, 242. ABSTRACT ALGEBRA I, II. Elements of modern abstract algebra and advanced treatment of linear algebra with applications to geometry. Algebraic systems. Prerequisite: Mathematics 221 and 222 or equivalent. 241, not offered in 1973-74; 242, offered in the Spring term.

251, 252. PHYSICS I, II. Mechanics, thermodynamics, electromagnetism and electronics, modern physics, mathematical physics. Prerequisite: Mathematics 101 and 102 or equivalent. Three lecture-discussion periods and one laboratory period per week. Each term.

255. HISTORY AND PHILOSOPHY OF MATHEMATICS. Historical development of mathematical concepts and theories. Investigation of the nature of mathematical thought. Prerequisite: Mathematics 101 or 105 or equivalent. Not offered in 1973-74.

331, 332. GEOMETRY-TOPOLOGY-ANALYSIS I, II. A study of the interrelations of basic algebraic, geometric, and topological structures. Differential geometry. Topology of function spaces. Applications to the theory of differential equations. Prerequisite or corequisite: Mathematics 127, 128, 141, and 142 or equivalent. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

MODERN LANGUAGES

Associate Professors Goldby, LoCicero and Jardini (Chairman); Assistant Professor Barsom; Instructors Psychos, Stephens and Walker; Lecturers Winikoff and Wilson.

All freshmen are expected to take the language placement examination(s) given in September. All students are welcome in any language course, except tutorials, subject to prerequisites.

MAJOR REQUIREMENTS IN FRENCH: 12 courses in French including the tutorial. French 101, 102, 103, and 104 are not considered part of the major. French 105, 207, 208, 212, 213, 214, and 215 are required of majors. Students may, with the permission of the department, exempt one or more of these course requirements by demonstrating proficiency. Except under unusual circumstances, majors will observe the following sequence of courses: freshmen, French 207 and 208; sophomores, French 105, 215; juniors, French 212, 213; seniors, French 214 and the tutorial.

MAJOR REQUIREMENTS IN GERMAN: 10 courses in German including the tutorial. German 101, 102 are not considered part of the major.

MAJOR REQUIREMENTS IN SPANISH: 10 courses in Spanish including the tutorial. Spanish 101, 102 are not considered part of the major.

FRENCH

001. FRESHMAN SEMINAR: SIMONE DE BEAUVOIR AND THE CONCEPT OF THE EXISTENTIAL HEROINE. A study of women in the works of Simone de Beauvoir, including *The Second Sex, The Blood of Others,* and *She Came to Stay.* The course will comprise a necessary introduction to the philosophy of Jean-Paul Sartre and readings and discussion from other feminist writing. In English. Fall term.

101, 102. ELEMENTARY FRENCH. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE FRENCH. A continuation and review of grammar, along with readings in aspects of French civilization and representative literary texts, with practice in spoken and written French. Prerequisite: French 102 or placement examination. Each term.

111. MODERN FRENCH READINGS. Primarily for freshmen and upperclass students not majoring in French. A study of selected works of the nineteenth century Romantics, Realists, and Symbolists, and/or of the leading authors and intellectual movements of the twentieth century. May not be substituted for French 214. Prerequisite: French 104 or placement examination. Fall term.

130. FRENCH LANGUAGE AND CULTURE. The program entails travel to France or to a French-speaking country. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account (following a pre-determined outline) of the student's observations and experiences will be submitted upon her return to Chatham College, and it will be corrected and rewritten under the guidance of her French instructor. The program is especially recommended for a student's first experience abroad; the more experienced

student may want to take advantage of a recognized established Interim program abroad. Prerequisite: Permission of instructor.

150. WRITERS OF THE NEGRITUDE MOVEMENT. A course treating the origin and development of the Negritude movement in the Caribbean Islands, the United States and West Africa. An attempt will be made to show the series of chain-reactions that took place within predominantly Black inhabited areas around the world once the call to action was launched. Authors will range from Leon Damas and Claude MacKay to Leopold S. Senghor and Langston Hughes. Given in English and/or French according to the language background of the students enrolled. Not considered part of the French major. Interim.

154. LITERARY FIGURES OF WEST AFRICA. A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in English. Not considered part of the French major. (See also Black Studies.) Not offered in 1973-74.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice students. Given in English. Not considered part of French major. Pass/Fail course. Prerequisite: One year of French. Not offered in 1973-74.

207, 208. CONVERSATION. An intensive course in spoken French. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: French 104 or placement examination. Each term.

209. FRENCH PHONETICS. The theory and practice of French pronunciation. Required of teaching option majors, who may substitute this course for 207. Prerequisite: French 104 or placement examination. Not offered in 1973-74.

212, 213, 214. THE FRENCH LITERARY TRADITION I, II, III. An advanced course primarily for majors in French, but open to other qualified students. A three-term sequence: Literary Tradition I, the Middle Ages and the Renaissance; Literary Tradition II, the Classical Period and the Age of Enlightenment; Literary Tradition III, Romanticism, Realism, Symbolism, the Parnassians, and the literary and intellectual movements of the contemporary epoch. Prerequisite: French 105, 207, 208 and 215 (105 and 215 may be taken concurrently). 212, Spring term; 213, 214, not offered in 1973-74.

215. FRENCH CIVILIZATION. The cultural heritage of France: the interrelation of its customs, institutions, arts, and letters. Prerequisite: French 207 or placement examination. Spring term.

220. SEMINAR: FRENCH LITERARY CRITICISM. A study of major French authors as seen by French literary critics from Stendhal to the members of "la nouvelle critique" of the present day. Prerequisite: French 208 or placement examination. Fall term.

221. SPECIAL TOPICS: SEMINAR. *Explication de texte.* A study of the French method of literary analysis. Oral and written presentations based on prose and poetry selections from the sixteenth century to the present time. Recommended for majors. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

241. THE SEVENTEENTH CENTURY THEATER. The history and development of the French theater of the seventeenth century, with emphasis on selected plays of Corneille, Racine, and Moliére. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

245. THE "PHILOSOPHES." A study of the major works of Montesquieu, Voltaire, Diderot, and Rousseau, including their letters, novels, *contes,* and plays. The course aims to clarify the "esprit philosophique" which characterizes the French Age of Enlightenment. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

249. THE SYMBOLIST AND PARNASSIAN POETS. An analysis of selected works of representative poets of the Symbolist and Parnassian periods, including, among

others, Gautier, Leconte de Lisle, Gerard de Nerval, Baudelaire, Heredia, Verlaine, Mallarmé, and Rimbaud. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

251. REALISM IN THE NINETEENTH CENTURY NOVEL. An examination of the concept of realism in literature through the study of selected works of Balzac, Stendhal, Flaubert, Merimée, Daudet, de Maupassant, and Zola. Prerequisite: French 208 or placement examination. Fall term.

254. WEST AFRICAN LITERATURE. A course designed to acquaint the student with some of the masterpieces of contemporary West African Literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in French. Prerequisite: French 208 or placement examination. Spring term.

255. THE CONTEMPORARY NOVEL. Selected writings from twentieth century novelists such as Alain-Fournier, Proust, Colette, Cocteau, Mauriac, Malraux, Sartre, Camus, Queneau, Genet, and Robbe-Grillet. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

256. THE CONTEMPORARY THEATER. The development of the modern theater from Jarry's *Ubu Roi* to Beckett and Ionesco, including such representative dramatists as Giraudoux, Claudel, Cocteau, Anouilh, Montherlant, Sartre, and Camus. Prerequisite: French 208 or placement examination. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

GERMAN

001. FRESHMAN SEMINAR: TWENTIETH CENTURY GERMAN LITERATURE IN TRANSLATION. Introduction to the works of Thomas Mann, Hermann Hesse

and Franz Kafka. Major works of these authors will be read and discussed. The student will complete a written commentary on one work by each author. Knowledge of German is unnecessary. Fall term.

101, 102. ELEMENTARY GERMAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE GERMAN. A continuation and review of grammar, along with readings in aspects of German civilization and representative literary texts, with practice in spoken and written German. Prerequisite: German 102 or placement examination. Each term.

117. GERMAN LITERATURE THROUGH FILM AND RECORDED PERFORMANCES. Major literary works of the nineteenth and twentieth centuries which have been made into films will be studied through a comparison of the written texts with the film adaptations and/or recordings of dramatic performances. Some of the major works to be included are by Keller, Doblin and T. Mann. Prerequisite: German 104 or placement examination. Interim.

130. GERMAN LANGUAGE AND CULTURE. The program entails travel to Germany, Austria, or Switzerland. The student will live with a family for a period of approximately four weeks, during which time she will accompany the family on trips to neighboring cities and historically significant areas. She will attend theater productions, films, and social engagements as well as participate and, at times, assist in household activities. A written account of the student's observations and experiences will be submitted upon her return to Chatham College and it will be corrected and rewritten under the guidance of her German instructor. This Interim experience is also available in July; in the July program students will be accompanied to Europe by their instructor. Prerequisite: Permission of the instructor. Interim.

140. INTENSIVE CONVERSATION AND GRAMMAR REVIEW. A limited

number of students will meet four times per week for not less than three hours per day to engage in general German conversation with a native speaker, discussions in German on current events, German scrabble games, formal discussion of fine points of German grammar, and viewing and discussion of German films. Prerequisite: Permission of the instructor. Interim. Not offered in 1973-74.

205. GRAMMAR AND COMPOSITION. An intensive course in written German, emphasizing grammar and style. Translation from English and free composition. Prerequisite: German 104 or placement examination. Not offered in 1973-74.

207, 208. CONVERSATION. An intensive course in spoken German. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: German 104 or placement examination. (See Carnegie-Mellon course offerings.) Not offered in 1973-74.

211, 212. SURVEY OF GERMAN LITERATURE. An introduction to the development of German literature from the Old High German period to the present. Fall term: from the ninth to the nineteenth century, with emphasis on the Courtly period, Baroque, Enlightenment, Storm and Stress, and Classicism. Spring term: the nineteenth and twentieth centuries, with emphasis on Romanticism, Poetic Realism, Naturalism, Impressionism, and Expressionism. Lectures are in German; discussions are in German and English. Papers and examinations may be written in German or English. Prerequisite: German 104 or placement examination. Each term.

215. GERMAN CIVILIZATION. The cultural heritage of Germany: the interrelation of its customs, institutions, arts, and letters. Prerequisite: German 104 or placement examination. Not offered in 1973-74.

220. SEMINAR. Studies in particular areas of German literature of culture. A study of selected German dramas from the Storm and Stress period to the present, including works of Goethe, Schiller, Grillparzer, Hebbel, Schnitzler, Frisch, and others. Readings will be coordinated with professional recorded dramatizations on tape or on film. The

German Novel as represented by works of Thomas Mann, Franz Kafka, Hermann Hesse, and Max Frisch. Prerequisite: German 212 or permission of the department. Not offered in 1973-74.

245. THE CLASSICAL PERIOD. An introduction to the historical and cultural background of the Classical period. Reading of representative works of Lessing, Wieland, Goethe, and Schiller. Prerequisite: German 212 or permission of the department. (See Carnegie-Mellon course offerings.) Not offered in 1973-74.

250. GERMAN ROMANTICISM. A study of the Romantic Movement in Germany with particular attention to the works and theories of the Schlegel brothers, the Grimm brothers, Tieck, Novalis, Brentano, Eichendorff, and Hoffman. Prerequisite: German 212 or permission of the department. Not offered in 1973-74.

255. MODERN GERMAN LITERATURE. A study of the leading German writers of the twentieth century, including Mann, Hesse, Rilke, Hofmannsthal, Frisch, and Böll. Prerequisite: German 211, 212 or permission of the department. Not offered in 1973-74.

290. CONCEPT OF THE ARTIST IN GERMAN PHILOSOPHY AND LITERATURE. A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers. Interim.

501, 500, 502. INDEPENDENT STUDY. Each term and interim.

603-604. TUTORIAL. Each term and Interim.

RUSSIAN

101, 102. ELEMENTARY RUSSIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE RUSSIAN. A continuation and review of grammar, along with readings in aspects of Russian civilization and representative literary texts, with practice in spoken and written Russian. Prerequisite: Russian 102 or placement examination. Each term.

125. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the nineteenth century: Pushkin, Lermontov, Gogol, Turgenev, Tolstoi, and Dostoevsky. Not offered in 1973-74.

126. RUSSIAN MASTERPIECES IN TRANSLATION. Representative works of the great Russian writers of the twentieth century, including Chekov, Pasternak, Solzhenitzin, Gladkow, and prose writings of the Symbolist movement. Not offered in 1973-74.

127. DOSTOEVSKY IN TRANSLATION. A comprehensive study of Dostoevsky's works beginning with his first novel *The Poor Folk* and culminating in *The Brothers Karamazov.* The general development of Dostoevsky's philosophy of life as well as his artistic techniques will be analyzed in depth within the context of such works as *Crime and Punishment, The Idiot* and *The Possessed.* Fall term.

129. TOLSTOI IN TRANSLATION. A study of Tolstoi's works, beginning with his first novel, *Childhood,* and progressing to such masterpieces as *War and Peace* and *Anna Karenina.* Some of Tolstoi's philosophical and religious works will also be read and analyzed. Not offered in 1973-74.

205. GRAMMAR AND COMPOSITION. An intensive course in written Russian, emphasizing grammar and style. Translation from English and free composition. Prerequisite: Russian 104 or placement examination. Not offered in 1973-74.

207. CONVERSATION. An intensive course in spoken Russian. Devoted mainly to developing acceptable pronunciation, increasing vocabulary, and improving fluency through the discussion of literary texts. Prerequisite: Russian 104 or placement examination. Not offered in 1973-74.

211, 212. SURVEY OF RUSSIAN LITERATURE. An introduction to the literature of the nineteenth and twentieth centuries. Fall term: Pushkin through Chekov, the Golden Age, the great realistic novelists, the short story. Spring term: Gorki through Yevtoushenko—fifty years of Soviet literature. Lectures and discussions of the texts and of the social, cultural, and political background. Emphasis on conversation, idiom, and composition. Prerequisite: Russian 104 or placement examination. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

SPANISH

101, 102. ELEMENTARY SPANISH. The fundamentals of grammar, reading, and pronunciation. The conversational approach to reading is stressed. Classes meet four hours a week. Each term.

103, 104. INTERMEDIATE SPANISH. A continuation and review of grammar, along with readings in aspects of Spanish civilization and representative literary texts, with practice in spoken and written Spanish. Prerequisite: Spanish 102 or placement examination. Each term.

130. SPANISH IN MEXICO. The program entails travel to Colima, Mexico, where the students will study the Spanish language and culture under the direction of their Spanish instructor, who will accompany the group. Participants will be housed at the Hacienda El Cóbano and, for approximately one week, in a hotel in Colima. The program will emphasize social contact with the people of the village of El Cóbano and the city of Colima. Classroom sessions will stress the conversational use of Spanish. Field trips to the University of Colima (The Museum of Anthropology and History) and to the beach at Manzanillo are included, in addition to other field trips which will be planned as opportunities and funds permit. Prerequisite: Permission of the instructor. Interim.

205. GRAMMAR AND COMPOSITION. An intensive course in written Spanish,

emphasizing grammar and style. Translation from English and free composition. Prerequisite: Spanish 104 or placement examination. Not offered in 1973-74.

207, 208. CONVERSATION. An intensive course in spoken Spanish. Devoted mainly to developing acceptable pronunciation, increasing vocabularly, and improving fluency through the discussion of literary texts. Prerequisite: Spanish 104 or placement examination. Not offered in 1973-74.

209. SPANISH PHONETICS. The theory and practice of Spanish pronunciation. Required of teaching option majors. Prerequisite: Spanish 104 or placement examination. Not offered in 1973-74.

211, 212. INTRODUCTION TO SPANISH LITERATURE. An introduction to Spanish literature through representative authors in their historical and social context. Lectures and discussions of texts supplemented by practice in oral and written Spanish. Prerequisite: Spanish 104 or placement examination. (See Carnegie-Mellon course offerings.) Each term.

215. SPANISH CIVILIZATION. The cultural heritage of Spain: the interrelation of its customs, institutions, arts, and letters. Prerequisite: Spanish 104 or placement examination. Fall term.

217. SPANISH AMERICAN LITERATURE. An introduction to the most significant literary works of Spanish American literature. Emphasis is placed on the Colonial and Revolutionary periods, the Romantic literary theories, the realist novel, Modernism, and the contemporary period. Prerequisite: Spanish 212 or placement examination. Not offered in 1973-74.

241. SPANISH LITERATURE OF THE GOLDEN AGE: DRAMA. The major works of Lope de Vega, Tirso de Molina, Calderón de la Barca, and their contemporaries. Prerequisite: Spanish 212 or placement examination. Not offered in 1973-74.

242. SPANISH LITERATURE OF THE GOLDEN AGE: NON-DRAMATIC. Selected readings in prose and poetry with emphasis on the works of Cervantes, Lope de

Vega, Quevedo, and Góngora. Prerequisite: Spanish 212 or placement examination. Not offered in 1973-74.

251. SPANISH LITERATURE OF THE NINETEENTH CENTURY. A survey of the principal writers and literary movements of Spain in the nineteenth century, with emphasis on the development of the novel. Prerequisite: Spanish 212 or placement examination. Fall term.

255. SPANISH LITERATURE OF THE TWENTIETH CENTURY. The main trends in the drama, novel, and poetry since 1900. Prerequisite: Spanish 212 or placement examination. Spring term.

320. SEMINAR. Advanced, largely independent studies of a particular area of literature, involving exercise in bibliographical and research techniques. A different topic is offered every other year. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Prerequisite: Spanish 212. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

OTHER DEPARTMENT OFFERINGS

101, 102. ELEMENTARY ITALIAN. The fundamentals of grammar, reading, and pronunciation. The conversational approach is stressed. Classes meet four hours a week. Each term.

MUSIC

Professor Wichmann (Chairman); Associate Professor Coyner; Assistant Professors Malfatti and Spinelli; Lecturers Calvert, Ross and Stolarevsky.

MAJOR REQUIREMENTS: 14 courses, including the tutorial. Students majoring in music are required to take Music 101, 102, 103, 104, 105, 106, 123, 124, and four courses in applied music and the tutorial.

All majors in music must demonstrate keyboard ability in audition by the performance of specified material, such as the chorale harmonizations of Bach or their equivalent, no later than the end of the sophomore year. Secondary piano instruction is offered for this purpose, if necessary, at the financial responsibility of the student. For students majoring in music, four course units of applied music may be taken in the junior and senior years without fees. (See page 139, Applied Music fee.)

MATERIALS OF MUSIC

101. SEMINAR IN GENERAL MUSIC. General musical terminology and the enjoyment of Classical music. Music as a means of communication. Study of melodic patterns, rhythmic design, texture, dynamics, timbre, and form within the music of many styles and periods. Fall term.

102. MATERIALS OF MUSIC I. A study of scales, intervals, triadic structure in progression and phrase organization correlated with development of aural, keyboard, and writing skills. Prerequisite: Music 101 or equivalent. Spring term.

103. MATERIALS OF MUSIC II. Extended harmonic structures, modulation, and chromatic alteration, the writing correlated with harmonic analysis and further development of aural keyboard facility. Prerequisite: Music 102 or equivalent. Fall term.

104. MATERIALS OF MUSIC III. Study of modern techniques with analysis of the styles of important composers of the late nineteenth and twentieth centuries. Creative writing. Prerequisite: Music 103 or equivalent. Spring term.

105, 106. COUNTERPOINT. Two and three-part melodic technique in combination, chorale ornamentation, canon, invention, and elements of the fugue. First term is prerequisite for the second term. Each term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

HISTORY AND LITERATURE OF MUSIC

110. PROBLEMS IN THE PERFORMANCE OF TWENTIETH CENTURY MUSIC. Group study and presentation of selected contemporary works centering on, but not restricted to, music for the piano. (Other instrumentalists are invited to participate.) Special emphasis will be placed on some of the more progressive tendencies of the present, their philosophic orientation and unique problems of production (e.g., non-traditional notational systems, technical innovations, etc.). Anticipated is attendance at performances of contemporary music, including discussions with performing musicians and composers, wherever possible. In developing a sense of later twentieth century performance practice, a contrast will be made with at least one other style period through the study of representative music literature. Prerequisite: Literacy in music. Interim. Not offered in 1973-74.

111. MUSIC THROUGH THE RENAISSANCE. Discussion of music before 1600 including primitive music, the music of ancient Greece, monophony, the beginnings of polyphony, and the vocal and instrumental music of the Renaissance. Not offered in 1973-74.

112. MUSIC IN THE AMERICAS. The development of music in the new world showing the interaction of native contribution such as jazz or folk music on a transplanted European culture. Spring term.

113. BAROQUE MASTERS: BACH AND HANDEL. A comprehensive view of representative and particularly significant music of these composers with emphasis on the stylistic features of the Baroque period. Fall term.

114. VIENNESE CLASSICAL MUSIC. Study of representative works by Haydn, Mozart, and Beethoven encompassing the significant features of eighteenth and early nineteenth century music. Spring term.

115. OPERA THROUGH THE NINETEENTH CENTURY. An examination of opera as a combined art form beginning with its origin in Italy and including significant contributions of the lyric theatre in Europe and America. Not offered in 1973-74.

116. THE SOLO SONG. A concentration on the large body of musical literature for the solo voice with emphasis on Italian repertoire, German Lieder, folk and popular song, and the contemporary art song, with the aid of performance demonstration where possible. Spring term.

117. OPERA IN THE TWENTIETH CENTURY. An examination of the opera of modern times with emphasis on the contributions of American composers. Not offered in 1973-74.

118. MUSIC OF THE NINETEENTH CENTURY. A presentation of important orchestral and choral works of the Romantic period. Not offered in 1973-74.

119. CONTEMPORARY MUSIC. A study of stylistic tendencies and experimental developments in music of the twentieth century, both European and American. Fall term.

121. NON-WESTERN MUSIC: THE HUNTERS. Study of music as used in selected primitive societies including American Indian, Eskimo, and African groups. (See also Black Studies.) Not offered in 1973-74.

122. NON-WESTERN MUSIC: THE MUSICIANS. An investigation of some of the music of the Eastern Hemisphere, including Japan, Southeast Asia, China, and India. Open to non-majors. Not offered in 1973-74.

123, 124. HISTORY OF MUSIC. The growth and development of music as an art. Music as a part of the whole of civilization. A study of representative works of all periods leading to an understanding of the music itself. First term is prerequisite for the second term. Not offered in 1973-74.

126. PIANOS, PIANISTS, AND PIANO PLAYING. A consideration of the activity of musical performance on the pianoforte including a survey of the development of the

instrument and of the distinguished pianists of the past and present. Special attention will be given to the written literature for the piano as well as to the tradition of improvisation, including the contribution of the Black jazz musician. Not offered in 1973-74.

128. BACH, BEETHOVEN, WAGNER, AND STRAVINSKY. An approach to the understanding of Western music through intensive discussion of the work of four major composers ranging from the Baroque Age to the present. Spring term.

183. BLACK MUSIC. A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. (See also Black Studies.) Not offered in 1973-74.

191. SEMINAR: THE FRENCH ART SONG. A study of the history, development, and repertory of the nineteenth and early twentieth centuries "mélodie," with analyses of the literary texts and their musical settings. Class demonstrations where possible. Recommended for voice sudents. Given in English. Not considered part of French major. Pass/Fail course. Prerequisite: One year of French. Not offered in 1973-74.

APPLIED MUSIC

Development of musical and technical facility to enable the intelligent and artistic performance of representative compositions of all periods and styles. One course in applied music involves a one hour lesson per week plus a minimum of eight hours practice per week. A ½ course involves a one-half hour private lesson per week plus a minimum of four hours practice per week.

131, 132. VOICE. Sec. A ½ course. Sec. B 1 course. Each term.

133, 134. PIANO. Sec. A ½ course. Sec. B 1 course. Each term.

135, 136. ORGAN. Sec. A ½ course. Sec. B 1 course. Each term.

137, 138. VIOLIN. Sec. A ½ course. Sec. B 1 course. Each term.

141, 142. VIOLA. Sec. A ½ course. Sec. B 1 course. Each term.

143, 144. ORCHESTRAL INSTRUMENTS. Sec. A ½ course. Sec. B 1 course. Each term.

ENSEMBLE

151, 152. CHOIR. Preparation and performance of a wide variety of choral literature for both women's and mixed voices. Three two hour rehearsals per week. ½ course. Each term.

153, 154. INSTRUMENTAL ENSEMBLE. Preparation and performance of chamber music for various ensembles. ½ course. Each term.

PHILOSOPHY AND RELIGION

Professors Arnett (Chairman) and Chan; Adjunct Associate Professor Kaplan; Assistant Professors Crumbine and Morrill; Instructor Nicholson.

MAJOR REQUIREMENTS: 10 courses in philosophy including one introductory course, Logic (Philosophy 119), at least three courses in the history of philosophy sequence, and the tutorial. The tutorial in philosophy will consist of a paper and examination by three members of the faculty. Students planning to major in philosophy should take at least one of the introductory courses in philosophy and logic before enrolling in other courses in philosophy.

PHILOSOPHY

011. FRESHMAN SEMINAR: THE QUEST FOR SELF. An examination of the concept of self-identity and its relation to the social context in which the self emerges. Through the personal involvement with questions of self-hood and our relation to social influences, the course will lead to the larger philosophic questions on the nature of man, knowledge and the universe. Emphasis will be placed on discovering the unity of our contemporary experience and the philosophic questions of our tradition. Discussions will center on selected works of Hawthorne, Hesse, Albee, Beauvior, Sartre, Plato, Descartes, and Mill. Fall term.

111. INTRODUCTION TO PHILOSOPHY: LOGICAL PROBLEMS. The course will begin by teaching a student to recognize an argument and to use elementary techniques of logic to evaluate arguments. The role of logic in scientific methodology will be examined. Finally the student will analyze traditional arguments offered in support of and against statements of religious belief. Not offered in 1973-74.

113. INTRODUCTION TO PHILOSOPHY: PHILOSOPHICAL ISSUES I. An introductory exploration through readings and discussions of the perennial problems of philosophy: the nature of knowledge, the relation of mind and body, freedom and determinism, ethical problems, the existence of God. Readings from the various periods of Western philosophy. Fall term.

114. INTRODUCTION TO PHILOSOPHY: PHILOSOPHICAL ISSUES II. An examination beginning with man as an individual and leading toward a more comprehensive understanding of man as he relates to the world around him. The question "What is philosophy?" will also be raised, in so far as it relates to man as a thoughtful being. Selected writings from Nietzsche, Plato, Aristotle, Descartes, Hume, Heidegger, and the Bible. Not offered in 1973-74.

118. ADVANCED INTRODUCTION TO PHILOSOPHY: PROBLEMS IN KNOWING, BEING, AND ACTING. An advanced introduction to philosophy which may be

taken by juniors and seniors or by sophomores who have taken an earlier course in philosophy. Readings, lectures, and discussions on the problems of knowing, being, and acting as presented by selected Western philosophers. Not offered in 1973-74.

119. LOGIC. An introductory study of classical and modern logic. Fall term.

120. LOGIC. An introductory study of topics in modern symbolic logic, inductive logic, and logic of the scientific method. Prerequisite: Philosophy 119. Spring term.

223. HISTORY OF PHILOSOPHY: ANCIENT PHILOSOPHY. An exploration beginning with Homer of the Greek sensibility as the beginning of Western culture and as it relates to contemporary thought. Discussion will center on selected works of Homer, Parmenides, Heraclitus, Plato, and Aristotle. Not offered in 1973-74.

224. HISTORY OF PHILOSOPHY: MEDIEVAL PHILOSOPHY. An exploration beginning with Dante of Medieval consciousness in its attempt to unify the Greek and Judeo-Christian traditions. Basic issues such as faith, philosophy vs. theology, the existence of God, revelation, and mysticism will be discussed as they appear in selected writings of Augustine, Anselm, Bonaventura, and Aquinas. Not offered in 1973-74.

225. HISTORY OF PHILOSOPHY: FROM DESCARTES TO KANT. Readings, lectures, and discussions in the philosophy of the seventeenth and eighteenth centuries. The philosophers considered include Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Fall term.

226. HISTORY OF PHILOSOPHY: THE NINETEENTH CENTURY. An exploration of the origins and developments of Existentialism and Marxism as seen through selected writings of Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, and Freud. Spring term.

230. LAW AND MORALITY. The seminar will consider whether or not legal interference with behavior which is, by certain standards, immoral, is justifiable. Current

philosophical, religious, and legal literature addressed specifically to this question will be discussed. Specific areas of conduct over which this question arises and which may be considered: birth control; abortion; polygamy; censorship of obscene speech, literature, and films; prostitution; adult sexual relations; suicide and euthanasia. A related concern is that of the rights of the state with regard to the individual whose moral or religious conscience puts him into conflict with state directives. The legitimacy of civil disobedience, conscientious objection and selective conscientious objection is at issue. Each term.

232. CONTEMPORARY ETHICAL THEORY. The student will be presented with several different accounts (theological, naturalistic, emotive, analytic, etc.) of the nature and validity of ethical judgments. Current contributions of ethical philosophers to social issues will be selected for discussion. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Fall term.

234. SEMINAR: NIETZSCHE AND SARTRE. An intensive study of the works of Nietzsche and Sartre. This study will be combined with an emphasis on the students' writings as they reflect the integration of their reading and their own philosophic situation. Prerequisites: 2 units in philosophy or permission of the instructor. Fall term.

251. PHILOSOPHY OF ART. Readings, lectures, and discussions on philosophical problems raised by the arts. Among the concepts critically examined are art, creativity, beauty, truth, and standards of judgment. Spring term.

254. PHILOSOPHY OF RELIGION. A critical consideration in lectures and discussions of philosophic approaches to religious experience and concepts. Among the topics considered are the religious experience, the existence of God, morality and religion, art and religion, and the truth of religion. Not offered in 1973-74.

257. CONTEMPORARY PHILOSOPHY. A seminar on selected readings from twentieth century philosophers and their relation to the most significant trends of philosophic thought. Open to juniors and seniors or to others who have completed a freshman seminar or an introductory course in philosophy. Not offered in 1973-74.

259. EXISTENTIALISM. An exploration beginning with Dostoyevsky's *Notes from the Underground* of the existential philosophies through selected writings of Dostoyevsky, Kierkegaard, Nietzsche, Jaspers, Tolstoy, Camus, Sartre, and Heidegger. Not offered in 1973-74.

272. AMERICAN PHILOSOPHY. The course is concerned primarily with the thought of the men who constitute the so-called classic American philosophers: Royce, Peirce, James, Dewey, and Santayana. Open to sophomores who have completed one other course in philosophy. Spring term.

283. ASIAN PHILOSOPHY. Philosophical, social, and religious ideas of the Asian peoples as expressed in their great books and manifested in modern intellectual movements. Lectures and extensive reading of classics in English translation. Prerequisite for sophomores: Permission of the instructor. (See also Black Studies.) Each term.

290. CONCEPT OF THE ARTIST IN GERMAN PHILOSOPHY AND LITERATURE. A seminar involving intense reading and discussion of Kant, Hegel, Schopenhauer, Nietzsche and Mann. Emphasis will be placed on student involvement through discussion and short papers. Interim.

370. HISTORICAL AND PHILOSOPHICAL PERSPECTIVES ON AMERICAN LITERATURE, 1919-1941. The intellectual and social history of the United States between the two World Wars as reflected in literature of the time. Books are examined both for their historical and philosophical content. Writers studied may include Sherwood Anderson, Ernest Hemingway, William Faulkner, John Dos Passos. Spring term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

RELIGION

115. THE RELEVANCE OF THE OLD TESTAMENT. An historical and critical study of the literature of the Hebrew Scriptures with an analysis and evaluation of their literary

forms, institutional structures and historical systems and values; special attention will be paid to the relevance of the ethical values to modern society. Not offered in 1973-74.

140. JESUS IN MYTH AND HISTORY. An explanation of various depictions of Jesus of Nazareth as found in the traditions of the Christian Church, modern historical scholarship, and recent popular literature, films and music. Interim.

151. THE COMPARATIVE STUDY OF RELIGION. A phenomenological examination and comparison of some of the major themes and categories in the religious thought of East and West. Topics such as ultimate reality, man, history, salvation, knowledge will be studied. Not offered in 1973-74.

155. INTRODUCTION TO RELIGION IN THE WEST. An examination of the beliefs and practices of the various traditions of Judaism and Christianity. Attention will be given to Scriptural foundations, historical development, and the encounter with modern culture. Prerequisite for freshmen: Permission of the instructor. Not offered in 1973-74.

157. WORLD RELIGIONS I. A study of the major characteristics of the religious traditions of the world. Particular attention will be given to the Eastern religious traditions of Hinduism and Buddhism. Consideration will be given to the primitive rites of man as well as to "revealed religions" such as Islam, Judaism and Christianity. Included will be an attempt to become familiar with the various disciplines and methods involved in scholarly investigation of religious phenomena. Fall term.

158. WORLD RELIGIONS II. Post Biblical Judaism and its relationship to Christianity and Islam. Not offered in 1973-74.

162. THE PROPHETIC LITERATURE. An intensive study of the Hebrew Prophets, their lives and messages, together with the historical and contemporary impact each has had. Careful attention is given to the phenomenon of prophecy in ancient and modern forms, using a variety of approaches and authorities. Prerequisite: course in Old Testament or in New Testament or major in department or permission of instructor. Spring term.

184. THE DEVELOPMENT OF THE BLACK CHURCH. The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. (See also Black Studies.) Not offered in 1973-74.

252. SEMINAR IN MODERN RELIGIOUS THOUGHT. Using the thought of Paul Tillich as a focus, a number of central problems in modern religious thought will be examined: the nature of religious language, truth in religion, the relationship between existentialism and theology, and the question of Christ and history. Not offered in 1973-74.

342. MODERN AND CONTEMPORARY CHRISTIAN THOUGHT. A study of the development of Christian theology from the Enlightenment to the present, including such writers as Kant, Schleiermacher, Kierkegaard, Barth, Bultmann, Tillich, and Niebuhr. Open to sophomores with permission of the instructor. Spring term.

345. RELIGIOUS ETHICS AND MODERN THOUGHT. An examination of the interaction between religious ethics and modern thought, focusing on contemporary theories of the self, the problems of ethical objectivity and decision-making, and selected issues in social ethics. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDIES. Each term and Interim.

PHYSICAL EDUCATION

Associate Professor Blayden (Chairman); Instructor Young; Lecturer Rosen.

192. CHILD LEARNING THROUGH MOVEMENT PERFORMANCE. A course designed to analyse and experience movement as it relates sequentially from children to

adults. Course materials will consist of theories of development, perceptual motor learning, tension control techniques, teaching methods, and pyscho-social aspects of play. Spring term.

290. MOVEMENT COMPONENTS IN THE OPEN CLASSROOM. Will provide a mechanism for student observation, interaction, and teaching in local schools. Movement components will include activities such as ball handling, parachutes, and locomotor skills. Prerequisite: Physical Education 192 and permission of instructor. Interim.

SPORTS

111. ARCHERY AND BOWLING. Basic skills and techniques will be taught through the analysis of body movement, scientific and mechanical principles, and their implications to the particular sport. ½ course. Fall term.

114. FENCING. Footwork and foil work skills essential to a fencing bout will be studied. The concept of strategy is emphasized relative to skill level and performance of movement and coordination patterns. ½ course. Spring term.

115. GOLF. Knowledge of golf techniques and skills; strategy of the game. ½ course. Spring term.

117. RACKET TECHNIQUES—TENNIS—BADMINTON. Skills, strategies, rules, and concepts essential to racket games with special emphasis on badminton and tennis. Participation in and observation of each sport is essential. ½ course. Each term.

119. SKIING—CONDITIONING AND TECHNIQUES. Exercises designed to improve overall physical fitness and endurance with special emphasis on knee and leg strength. Basic concepts of skiing techniques through the use of turf skis and dry-land skis. ½ course. Fall term.

121. SELF-DEFENSE. Introduction to the Oriental art of self-defense with special emphasis on falls, throws, and escape techniques appropriate for use by women. ½ course. Not offered in 1973-74.

123. TUMBLING AND FLOOR EXERCISE. Basic skills and progressions of stunts and tumbling. As skills are acquired, emphasis will be on the development of a floor exercise routine which combines tumbling with ballet and aerial skills. Body control will be stressed. ½ course. Fall term.

136. BASKETBALL—SOFTBALL. Basic skills and techniques will be taught with emphasis on team tactics and strategy relevant to being a participant as well as a spectator. ½ course. Spring term.

151. SWIMMING—AQUATIC SKILLS. Emphasis on swimming and safety skills in water environment leading to further participation in aquatic activities as sailing, boating, canoeing, water skiing, surfing, and skin and scuba diving. ½ course. Each term.

155. LIFE SAVING AND WATER SAFETY INSTRUCTORS. (American Red Cross.) Skills leading to safety in and on the water in order to care for one's self and the rescue of others. Methods of teaching swimming skills to others with emphasis on safe and skillful conduct in water activities. ½ course. Each term.

218. INTERMEDIATE AND ADVANCED TENNIS. Emphasis will be upon the volley, advanced serves, lob, overhead smash, half volley, drop shot, drop volley, and slice. Practices and matches will be played incorporating these strokes into each student's game concept. Prerequisite: Physical Education 117 and permission of the instructor. ½ course. Each term.

254. GYMNASTICS. Introduction to skills and techniques involved in trampoline work and the balance beam. Emphasis on body control and balance. Skills taught according to progressive difficulty. Prerequisite: Physical Education 123 and permission of instructor. ½ course. Each term.

DANCE

141. INTRODUCTION TO MODERN DANCE. For beginners. Course will include elementary technique, improvisation and simple problems in composition based on the

elements of dance (space, time and force). Stress will be on the communicative aspects of dance movement. ½ course. Each term.

143. MODERN DANCE. For intermediates. Intermediate technique, improvisation and choreography. ½ course. Each term.

146. DANCE IN SOCIETY. Will deal with the relationships of dance to the societies from which it developed historically. It will raise such questions as: what function does it serve, why certain styles developed, when and where they did, what is the relationship of dance to other arts, what effect does dance have on society? Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY.

POLITICAL SCIENCE

Assistant Professors Chaffey and King (Chairman); Instructor McKechnie.

MAJOR REQUIREMENTS: 12 courses in political science, including the tutorial.

101. AMERICAN POLITICAL PROCESSES. This course provides an introduction to the major elements of American politics: political parties, interest groups, decision-making bodies, and constitutions. These elements will be viewed in the context of present and predictable future forces of change operating in American society, and the demands which societal change is placing and will place upon the structure and operations of political institutions. Fall term.

103. INTRODUCTION TO COMPARATIVE POLITICS. The course is an introduction to the comparative approach as it applies to political science. Surveyed are some of the basic empirical theories of the discipline such as functionalism, modernization, stratification, and the institutional approach. Examples are drawn from contemporary political systems including industrial and non-industrial politics such as Europe, the United States, Latin America and Africa-Asia. Emphasis on how valid generalizations of political phe-

nomena can be drawn from widely differing political systems using contemporary theories. Fall term.

104. INTERNATIONAL RELATIONS. The aim of this course is to describe and explain the behavior of states in their relations with each other. The principal questions asked deal with the motivations and objectives of states, the methods used to pursue objectives, and the conditions limiting the pursuit of objectives. Spring term.

105. INTRODUCTION TO POLITICAL THOUGHT. An introductory exploration of the fundamental normative questions of politics. It will examine the various methods of political thought and especially the range of solutions to the problems of authority, obedience, freedom, equality and justice in such theorists as Hobbes, Locke, Rousseau, Burke, and Marx. Fall term.

108. POLITICAL BEHAVIOR. An examination of political attitudes and types of political participation in the U.S. Emphasis will be placed on differences in political behavior, political learning, and political attitudes which result from membership in various social classes and ethnic groups. Spring term.

200. CIVIL RIGHTS OF WOMEN. A study of the evolving Constitutional rights of American women through an examination of recent federal and state laws and court decisions. Particular consideration will be given to the "Due Process" and "Equal Protection" Clauses of the Fourteenth Amendment, the Civil Rights Act of 1964, and the proposed Twenty-Seventh Amendment as each relates to: employment, abortion, family planning, jury service, public assistance, and legal status. Prerequisite: Political Science 101. Interim.

201. THE AMERICAN JUDICIAL PROCESS. This course examines the politics, processes and policies of the American legal system. The operations and characteristics of state and federal trial courts, court officials, and correctional institutions will be examined both through literature and through field observation. Court policy-making will be related to contemporary problems of political justice. Fall term.

202. CIVIL LIBERTIES. An exploration of the evolving meaning and scope of individual rights which are protected by the U.S. Constitution. This will be done through an

analysis of court decisions and through application of legal principles to hypothetical fact situations. Prerequisite: Political Science 101 or permission of the instructor. Spring term.

204. POLITICAL PARTIES AND INTEREST GROUPS. A study of American political parties and interest groups as organizations in American society which influence and structure public attitudes and governmental operations. Special attention will be devoted to changing patterns of organization and function in parties and interest groups, and the implications of such changes for government and society. Spring term.

205. COMPARATIVE POLITICAL DEVELOPMENT. This course will be concerned with the political process in the non-western world, i.e., the "developing" nations of Africa, Asia, and Latin America. Considerable emphasis will be placed on the theories of political development as well as an examination of various polities ranging from pre-industrial states to contemporary independent nations. Topics covered will include the types of political organizations, their role in the politics of new states, problems and types of leadership including charismatic, bureaucratic, political, and military. Finally, the course will examine the phenomenon of social change including revolution in all its various aspects. Fall term.

206. ASPECTS OF MODERN DEMOCRATIC THOUGHT. This course will examine various areas of debate in contemporary democratic thought. Starting with an examination of various structural definitions of democracy, the course will proceed to examine current debates on what is the meaning of justice, freedom, legitimate authority, and obligation in a democracy. Spring term.

207. WESTERN POLITICAL THOUGHT I. A critical examination of the chief political philosophers from Plato to Machiavelli. Included will be a survey of the origins of political thought in Greek philosophy, the new dimensions of community in Stoic and Roman thought, and Machiavelli and the new study of politics. Prerequisite: Political Science 105 or permission of the instructor. Fall term.

208. WESTERN POLITICAL THOUGHT II. A survey and analysis of major political thinkers from Hobbes to Marx. The development of liberal thought is given

special emphasis. Prerequisite: Political Science 105 or 207 or permission of the instructor. Spring term.

209. COMPARATIVE MARXIST THOUGHT. A critical examination of classical Marxist thought and of those theorists who have extended, reinterpreted, or revised Marxist thought. Special attention will be devoted to interpretations of Marxist philosophy of history, structure of societies, interpretations of revolution and Marxist Humanism. Prerequisite: Political Science 105 or 207 or 208 or by permission of the instructor. Fall term.

211. METHODS OF POLITICAL RESEARCH I. A survey of the methods used in contemporary behavioral political research. Research strategies, research design, and elementary statistics for political research will be presented. Prerequisite: One 100-level course in Political Science or permission of the instructor. Fall term.

212. METHODS OF POLITICAL RESEARCH II. A continuation of Methods of Political Research I, involving field research on a specific topic in political behavior. Included will be construction of a questionnaire, drawing of a sample, interviewing, and computer data analysis. Prerequisite: Methods of Political Research I. Spring term.

216. URBAN POLITICS. A survey of the organization, politics, and problems of contemporary urban areas in the U.S. Fieldwork in the city of Pittsburgh will be required. Prerequisite: One 100-level course in Political Science or permission of the instructor. Fall term.

225. UNITED STATES FOREIGN POLICY. An ends-means analysis is used to describe and explain American foreign and military policies. The topics emphasized in the course are the ends sought by the nation, the means available and utilized in the pursuit of these goals, the limitations imposed upon the nation, and the extent of agreement on ends and means with other nations. Fall term.

228. PUBLIC ADMINISTRATION. A basic course which seeks to explore the "science" of public administration. The concept of bureaucracy is explored in detail with a view towards defining its role in the modern state system. Different types of civil services

will be studied such as the United States, Britain, Continental Europe and the bureaucracies of new nations. Spring term.

229. PUBLIC OPINION AND PROPAGANDA. This course involves an examination of the dynamics of opinion formation and techniques of political persuasion in contemporary society. Of particular interest will be the role of the mass media, advertising, and public opinion polls in influencing people's perceptions and behavior. Prerequisite: One 100-level course in political science or sociology; and Political Behavior (Political Science 108) is strongly recommended. Fall term.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term.

PSYCHOLOGY

Professors Diggory (Chairman) and Lackner; Assistant Professors Grill, Hershberger; Laboratory Assistant Serfass.

MAJOR REQUIREMENTS: 11½ courses, including the tutorial. Students majoring in psychology are required to take the following courses: Psychology 109 and 110, which prospective majors should complete by the end of the sophomore year; 111, 302, 603, and 604. In addition, majors must choose one psychology course from each of the following three groups: Group A: 121, 122, 123, 124; Group B: 131, 132, 133; Group C: 141, 142, 144. Courses in Groups A, B, and C have both lecture sections (1 course) and laboratory sections (½ course). Lecture sections may be taken for credit without laboratory; laboratory sections must be taken concurrently with lecture sections. The course from Group A must include the laboratory section. At least one course from Groups B and C must include the laboratory section.

Unless otherwise noted, Psychology 101 and 102 are prerequisite to all other courses for majors. Prospective majors are urged to complete Psychology 109 and 110 in the freshman year and 111 and at least one laboratory course in the sophomore year.

The following courses are especially valuable foundations for graduate study in psychology: Mathematics 107, 102, 221, 222, 251 and 252 (Physics I and II); Biology 143, 144, 201, 204, 241; Chemistry 103, 205, 208.

Students not majoring in psychology may take the lecture section of any course, provided they have had Psychology 101 or its equivalent. Generally, the laboratory sections of advanced courses have Psychology 102 as prerequisite, but non-major students who have not completed Psychology 102 may seek the permission of the instructor to enter the laboratory section of an advanced course.

101. GENERAL PSYCHOLOGY. An introduction to the scientific study of behavior with emphasis on the origins of behavior, learning, sensation and perception, social influences, physiological factors, individual differences, personality, and adjustment and maladjustment. Three hours of lecture and one hour of discussion, weekly. Each term.

102. ADVANCED GENERAL PSYCHOLOGY. Lectures and experiments on selected problems in human and animal learning, perception, problem solving, motivation, and social behavior. Three hours lecture, four hours laboratory, weekly. Prerequisite: Psychology 101. 1½ courses. Each term.

109. ELEMENTARY STATISTICS. Designed primarily to introduce psychology majors to an essential research tool. Introduction to frequency distributions; probability models; descriptive indices of central tendency, variability, and association; inferential statistics including "nonparametric" techniques; partitioning of variance. Concurrent registration in 110 required. Prerequisite: 102 previously or concurrent; upperclass students may register with permission of instructor. Each term.

110. QUANTITATIVE METHODS LABORATORY. Instruction and practice in methods of data reduction and calculation. Construction of tables and graphs, calculation from graphs, use of slide rule, desk calculators, computers; introduction to computer programming. Prerequisite: 109 or equivalent previous or concurrent. ½ course. Each term.

111. RESEARCH DESIGN. An examination of experimental and survey design procedures, sampling and control methods, and appropriate parametric and nonparametric instruments. Required of all majors. Prerequisite: Mathematics 110 or equivalent. Fall term.

121. LEARNING: BASIC PROCESSES. (Group A.) *Lecture.* Empirical research and theories concerning basic learning processes in animals and humans. The course deals with classical and instrumental conditioning, extinction, generalization and discrimination, as well as the role of motivation, reward and punishment, and other task variables affecting performance in learning tasks. Fall term.

121A. *Laboratory.* Animal and human experiments are conducted to familiarize students with the methodology and analysis of research in learning. ½ course. Fall term.

122. HUMAN LEARNING, MEMORY, AND COGNITION. (Group A.) *Lecture.* An overview of empirical research and theories concerning verbal learning, attention, memory, transfer, problem solving, and thinking. Spring term.

122A. *Laboratory.* Designed to familiarize students with the methodology and analysis of research in human learning. Both replications of existing studies and original experiments are performed. ½ course. Spring term.

123. PERCEPTION. (Group A.) *Lecture.* An examination of perception as an information-extraction process, with emphasis on classical and contemporary methods, data, and theories. The relation of perception to motivation, learning, and cognition will be considered. Fall term.

123A. *Laboratory.* Experiments and demonstrations of the major perceptual phenomena will be performed by the students. Possible research areas include threshold phenomena; form, space, motion, and social perception; the effects of set, motivation, learning and context on perception; and individual differences in the perception of any of the preceding perceptual phenomena. ½ course. Fall term.

124. MOTIVATION. (Group A.) *Lecture.* A survey of the concepts and data related to the arousal and direction of behavior. Spring term.

124A. *Laboratory.* Experiments with humans and other animals on the factors controlling activity, productivity, choice, and aspiration. ½ course. Spring term.

131. SOCIAL PSYCHOLOGY. (Group B.) *Lecture.* A survey of human and animal behavior in social context. Prerequisite: Psychology 101, 102 or Sociology-Anthropology 101. Fall term.

131A. *Laboratory.* Field studies and laboratory experiments on behavior in social situations. ½ course. Fall term.

132. PERSONALITY. (Group B) *Lecture.* A survey of modern research literature on complex individual differences, to illustrate concepts, types of problems and methods, and their relevance to extant "theories" of personality. Spring term.

132A. *Laboratory.* Laboratory and field studies to examine the effects of individual characteristics on various aspects of behavior. ½ course. Spring term.

133. BEHAVIORAL PATHOLOGY. (Group B.) *Lecture.* A study of definitions of normality and abnormality, functional and organic syndromes, theories of causation and of procedures for the diagnosis and modification of disturbed behavior. Each term.

133A. *Laboratory.* Clinical case demonstrations, films, tapes, and institutional visits are combined with individual projects relating to work with disturbed individuals and their families. Non-majors must obtain the consent of the instructor to register for the laboratory. ½ course. Each term.

141. PHYSIOLOGICAL PSYCHOLOGY. (Group C.) *Lecture.* The basic principles of brain structure, organization and function; the interdependencies between the nervous and the endocrine systems; and the fundamental relationships between brain and behavior. Prerequisite: Biology 201, 202 or Psychology 101, 102. Fall term.

141A. *Laboratory.* Basic surgical techniques for electrode implant and other operations, brain dissection and slide preparation. Rats will be physiologically manipulated and the resulting behavior observed. ½ course. Fall term.

142. PRINCIPLES OF CHILD DEVELOPMENT. An overview of psychological development from birth through adolescence. The course is taught at Carnegie-Mellon University, using its child development laboratory and facilities, by staff members of the psychology departments of Chatham College and Carnegie-Mellon University. Fall term.

143. CRITICAL PROBLEMS IN DEVELOPMENTAL PSYCHOLOGY. An advanced laboratory-seminar. Experimental research projects on special topics in developmental psychology. The course will be taught at Chatham with occasional use of laboratory facilities at Carnegie-Mellon University. Prerequisite: Psychology 142. Spring term.

144. BEHAVIOR OF ANIMALS. (Group C.) *Lecture.* An examination of the basic principles of animal behavior with an emphasis on specific topics such as aggression, overcrowding, social behavior, social organization, and communication. Spring term.

144A. *Laboratory.* Observation and experimentation with a variety of species including primates, rodents, reptiles, and insects in natural, semi-natural, and laboratory environments. Restricted to 10 students, with seniors having preference over juniors, and juniors over sophomores, etc. ½ course. Spring term.

151. TESTS AND MEASUREMENTS. A study of the principles and major concepts of psychological and educational testing; a systematic coverage of various types of tests in current use in psychological work. Laboratory work will be integrated with the course. Spring term.

190. INTRODUCTION TO COMPUTER SCIENCE. A study of the basic logic and components of a digital computer system. Emphasis will be placed on on-line computer programming using the BASIC programming language. Each student will be expected to develop some proficiency in programming and to complete a computing project in her field of interest. No background in science/mathematics will be assumed. Interim.

302. SEMINAR. Course varies from year to year, emphasizing areas of importance in contemporary research. Relevant current literature stressed. Local resource persons and research facilities are utilized. Required of junior psychology majors. Major emphasis is on preparation of plans for tutorial research. Non-majors may register with the consent of the department. Spring term.

344. INFANT BEHAVIOR. An advanced course in the theory and research in infant attention, perception, learning, and social behavior. Seminar discussions and independent research projects. Taught at Carnegie-Mellon University. Prerequisite: Psychology 143. Spring term.

350. HISTORY OF PSYCHOLOGY. Main trends in the history of the science as revealed in the development of major research problems. Fall term.

352. SPECIAL TOPICS. Lectures and discussions designed to cover in depth topics of interest to students and faculty which are not adequately covered in other courses. The instructor and topic will be different each time the course is given. Students may request individual faculty members to use this course for a topic which they suggest. Each term and Interim.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

SOCIOLOGY-ANTHROPOLOGY

Professor Adelman; Instructors Huber, Kitzerow and Rothman.

MAJOR REQUIREMENTS: 10 courses in sociology-anthropology, including the tutorial. Students majoring in sociology-anthropology are expected to take the following as part of their program: Sociology-Anthropology 101, 103, 104, 107, Mathematics 110, and the tutorial. Majors are strongly urged to take Sociology-Anthropology 115 and 116.

The department's purpose is to expand, deepen, and demystify the student's comprehension of behavioral science. Its particular emphasis is socio-cultural behavior, focusing on the varieties, regularities, and changes of socio-cultural systems in space and time. The department has special interest in urban-dominated Euro-American and Third World ways of life.

The major program is designed to provide thorough grounding in the interaction of socio-anthropological theory and substantive areas of sociology and anthropology, familiarity with the concepts and techniques of research strategies, and verification of theory in behavioral science. Students in sociology-anthropology are strongly urged to acquire as broad as possible a background in social science and are encouraged to take courses in the areas of political science, history, psychology, and economics.

Students who intend graduate study in sociology and anthropology should bear in mind that a reading knowledge of two foreign languages, normally French and German, and familiarity with quantitative methods of data analysis, may be required for graduate study.

001. FRESHMAN SEMINAR: KNOWLEDGE FOR WHAT? Questions on the human uses of social and behavioral science. The main idea is to articulate, study and discuss one or more questions about our world now, concerning processes such as social genders, races, ethnicities, classes, poverty, international underdevelopment, population, environments, schooling, violence, activisms, and our responsibilities to the people we study. The outcome, beyond the selected focus, should be ideas and projects of the student's own which can be carried out in later courses. Fall term.

101. INTRODUCTION TO SOCIOLOGY. Major sociological approaches to urban-industrial society; cultural analysis; status and role analysis; interactional analysis; analysis of complex organizations; social system analysis. Each term.

103. EARLY PERSONS AND CULTURE. Examination of processes and evidence of the organic evolution of man. The evolution of culture from the Old Stone Age to the initial phases of the urban revolution. Introduction to anthropological concepts of cultural processes. Fall term.

104. INTRODUCTION TO SOCIAL AND CULTURAL ANTHROPOLOGY. Study of the nature of cultural processes and their explanation, with particular emphasis on the understanding of man to be derived from the study of contemporary primitive cultures. Sociology 103 recommended but not prerequisite. Spring term.

107. METHODS OF SOCIAL RESEARCH. A survey of basic techniques for the acquisition and treatment of sociological data. Basic concepts, the interrelation of theory and research, research design, sampling, problems of measurement, methods of data collection, analysis and interpretation of data will be discussed. Field project connected with the respective themes will be conducted. Prerequisite: One course in sociology-anthropology or in political science, or permission of the instructor. Fall term.

114. CULTURE, SOCIAL STRUCTURE, AND PERSONALITY. This course relates theories of (1) knowledge, belief, evaluation and religion; (2) structure of social institutions; and (3) variations in national character. What theoretical and empirical basis is there for the discovery of correspondences between these three different levels of analysis of society? Special attention is given to Weber, Durkheim, and Freud, both their own writings and the writings of those who have worked in, or against, one or more of these "schools" of social science. The role of Parsonian action theory in integrating the several levels of analysis is considered. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1973-74.

120. AMERICAN WOMEN FROM A SOCIOLOGICAL POINT OF VIEW. This course will attempt to apply basic sociological concepts to information about women from a variety of sources (studies, novels, census reports, etc.). Sample topics might be "psychological effects of women's roles," "differential socialization of men and women," and "role complementarity vs. role incongruity." Interim.

122. ORGANIZATIONS IN MODERN SOCIETY. Case studies of the types of organizations characteristic of Western industrial society. Each student will select an organizational area in which to focus her reading. The specific areas will include: educational, governmental, military, health, correctional, and religious. Special attention to the prob-

lems of bureaucracy and of total institutions in modern society. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1973-74.

123. SOCIAL CHANGE WITH SPECIAL REFERENCE TO SUB-SAHARAN AFRICA. Study of the major theories and empirical approaches to social change. Illustrative material for this course will be drawn largely, but not exclusively, from studies of change in Sub-Saharan Africa. Prerequisite: one course in sociology-anthropology or political science. Fall term.

124. SOCIAL MOVEMENTS. An examination of a variety of theoretical models for the study of social movements such as: Marx, Dahrendorf, Smelser, Kornhauser, Johnson and others. Historical and current case studies from various socio-cultural settings will be discussed. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1973-74.

125. SOCIOLOGY OF THE PROFESSIONS, WITH SPECIAL REFERENCE TO LAW. Survey of the major problem areas and research approaches to the study of the professions. Illustrative material for this course will be drawn largely but not exclusively from the sociological study of legal systems and legal practitioners. Prerequisite: one course in sociology-anthropology or political science. Spring term.

126. SOCIAL STRATIFICATION. A review of theories to account for institutionalized equalities in social systems, with particular reference to trends in the structuring of social class inequalities in advanced industrial societies. (See also Black Studies.) Fall term.

128. DEVIANCE AND SOCIAL CONTROL. The main topics will be the various theories which have attempted to explain why people break the norms of a social system and to explain the societal reaction to this breaking of the norms. This course will be run as a seminar. Each student will be assigned a book, articles, etc., on the basis of which she will make an oral presentation. Prerequisite: Sociology-Anthropology 101 or permission of the instructor. Spring term.

129. COMMUNITY STUDIES. This course cuts across the boundaries between sociology and anthropology. It studies the methods through which field workers in both disciplines produce encompassing multi-dimensional studies, using a variety of methods, of small-scale clearly bounded social systems. The distinguishing feature of this approach is that one individual, or at most a small team, aims to acquire an exhaustive knowledge of the "community," rather than a highly specialized understanding of limited aspects of the socio-cultural structures. Examples include studies of an African chiefdom, a group of Irish peasant farmers, a village of weavers in the Shetland Islands, and the "urban villagers" of an American ethnic neighborhood. Some experience of field observation in the Pittsburgh area will be provided. Prerequisite: One course in sociology-anthropology or in political science or permission of the instructor. Not offered in 1973-74.

132. CULTURAL ECOLOGY. Social use of the natural environment. An examination of tropical subsistence and land use systems and their relation to the social, political and religious institutions which encompass them. Prerequisite: Sociology-Anthropology 103 or 104. Spring term.

134. "PRIMITIVE" SOCIAL ORGANIZATION. The web of interpersonal relationships arising from marriage, and from descent reckoning. An overview of the adaptive and maladaptive group expectations that ensue from the bonds of kinship in all human societies. Prerequisite: Early Persons and Culture and/or Cultural Anthropology. Not offered in 1973-74.

140. LANGUAGE AND CULTURE. The course will include a general introduction to descriptive and structural linguistics, and examine the relevance of various forms of linguistic analysis to cultural anthropology. The main theoretical focus of the course will be on various perspectives on the problem of "meaning" in language and culture. Not offered in 1973-74.

141. POLITICAL ANTHROPOLOGY. Study of the emergence and operation of varieties of processes of power in relation to organized control, aggression, cooptation, insecurity, alienation, and change. Familistic, gerontocratic, chiefly and state organized

regimes. Particular emphasis on questions of the pathways and functions of class and state formation, their interplay and transformations. Prerequisite: Sociology-Anthropology 103 or 104. Spring term.

142. TRADITIONAL POLITICAL SYSTEMS OF OCEANIA. An examination of "political processes" and images of power and status in Oceanic societies. Attention will be paid to the political significance of a wide range of socio-cultural institutions and practices. Prerequisite: Sociology-Anthropology 103 or 104. Fall term.

143. PEOPLES OF ASIA I: EAST ASIA. Developmental processes and variations in cultures of China, Japan, Korea, Tibet, Mongolia, and Siberia. Recommended: Anthropology 103, 104, or Sociology 101. (See also Black Studies.) Not offered in 1973-74.

144. PEOPLES OF ASIA II: SOUTH AND SOUTHEAST ASIA. Developmental processes and variations in cultures of India, Ceylon, mainland Southeast Asia and Indonesia. Recommended: 103, 104, or 101. (See also Black Studies.) Not offered in 1973-74.

145. URBAN ANTHROPOLOGY. Central places for the coordination of the economy, power, ideology and entertainment. An anthropological perspective on the pathways, requirements and consequences of urbanism, with particular emphasis on the role of proletariats and sub-proletariats inside and outside of urban centers. The research of anthropologists in cities. Prerequisite: Sociology-Anthropology 103 or 104. Spring term.

146. ANTHROPOLOGY OF RELIGION: ANIMISM TO MONOTHEISM. Comparative analysis of religion as a component of human social life, with emphasis on the religion of primitive hunters, cultivators, and herders. Prerequisite: Sociology-Anthropology 101, 103, or permission of the instructor. Not offered in 1973-74.

147. COMPARATIVE INSTITUTIONS: A RESEARCH SEMINAR. Cross-cultural study of problems in ecology, familism, stratification, political anthropology, ideology, on a more intensive basis than 103 or 104. Prerequisite: Sociology-Anthropology 103, 104, or permission of the instructor. Not offered in 1973-74.

150. REVITALIZATION MOVEMENTS. Studies of organized efforts by members of culturally distinguishable groups, mainly in colonial areas, to change their situation. Prerequisite: Sociology-Anthropology 101, 104, or permission of the instructor. (See also Black Studies.) Interim. Not offered in 1973-74.

160. THE SOCIOLOGY OF PRODUCTION: METALLURGY. An historical and comparative analysis of the role of metallurgical technology in non-Western societies. How did and do "primitive" peoples make metals? An examination of different techniques, the raw materials they require, their distribution, and their symbolic and political significance. Interim.

183. BLACK WOMEN IN AMERICAN SOCIETY. A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. (See also Black Studies.) Spring term.

215. CLASSICAL EUROPEAN THEORIES AND THEORISTS IN SOCIOLOGY. Study of the foundations of modern sociological theory, including writings of Marx, Weber, Durkheim and Simmel. Consideration of the intellectual context of the writers, and of the consequences of their work for contemporary sociology. Prerequisite: one course in sociology-anthropology or in political science. Fall term.

216. AMERICAN SOCIOLOGICAL THEORIES AND THEORISTS. Study of the development of sociological theories in the United States, including writings of Cooley, Mead, Park and Sorokin. Consideration of trends in contemporary theory and of the continuing interaction of theory and research in American sociology. Prerequisite: one course in sociology-anthropology or in political science, and Sociology-Anthropology 215, or permission of the instructor. Spring term.

236. DEVELOPMENT OF ANTHROPOLOGICAL THEORY: 19th CENTURY TO THE MID-20th CENTURY. An examination of the development of anthropological theory out of the intellectual context of the 19th century, focusing on the anthropological

formulation of the concepts of "society" and "culture." Readings will include original theoretical works and classic ethnographies. Historical, comparativist and functionalist perspectives will be considered, as well as certain substantive issues which have served as foci of theoretical controversy. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Not offered in 1973-74.

237. CONTEMPORARY ISSUES IN ANTHROPOLOGICAL THEORY. A continuation and complement of "Development of Anthropological Theory: 19th Century to the Mid-20th Century." Four major identifiable approaches in modern anthropology will be studied. The focus will be on the development of the ideas of "society" and "culture," and materials will include classic ethnographic studies particularly Leach's *Political Systems of Highland Burma* and original theoretical writings. Prerequisite: Sociology-Anthropology 103 or 104 or permission of the instructor. Not offered in 1973-74.

501, 500, 502. INDEPENDENT STUDY. Each term and Interim.

603-604. TUTORIAL. Each term and Interim.

PROGRAM IN BLACK STUDIES

Students may major in the Program in Black Studies by completing 12 courses in Black Studies, including History 181, 182 and the tutorial. In addition to the offerings at Chatham College, certain courses may be taken for credit at the other colleges and universities in the area under the cross-registration program.

The following courses at Chatham may be taken towards fulfillment of the major requirements: *

Education 322. TEACHING IN AN URBAN SETTING. Juniors and seniors are required to participate in this course which is designed to aid them in exploring the complexities of teaching in an urban setting. Based upon the premise of individualized instruction, each student selects readings, films and tapes to incorporate into a specialized program of study. Dialogues with leaders of community groups within the city stimulate thinking and develop a free exchange of ideas. A field experience in the student's area of competency in an urban setting is provided through cooperation with the Pittsburgh Public Schools. An area of concentration selected by the student and supported by a member of the faculty is the focus of an in-depth study. Each term.

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*Course descriptions also appear under departmental offerings.

English 184. BLACK LITERATURE. A study of Black literary writers who represent Black awareness in America through literary genres: poetry, drama, the essay, the novel and autobiography. Writers such as Hughes, Hansberry, Baldwin, Ellison and Cleaver will be studied. Fall term.

History 181. AFRO-AMERICAN HISTORY I. A survey analyzing the Black man's role in twentieth century America, including the Era of Accommodation, The Harlem Renaissance, World War I and related topics. Fall term.

History 182. AFRO-AMERICAN HISTORY II. A continued survey analyzing the Black man's role in the twentieth century, including World War II, Era of Contention, Black Revolution, New Deal and present developments. Spring term.

Modern Languages 154. LITERARY FIGURES OF WEST AFRICA. A course designed to acquaint the student with some of the masterpieces of contemporary West African literature, while stressing the origin, importance, and later preponderance of the "negritude" movement. Seminar in form, requiring extensive outside reading, oral reports, and discussion. Given in English. Not considered part of the French major. Not offered in 1973-74.

Music 183. BLACK MUSIC. A review of West African musical devices and techniques and the alteration of this music by the Americanization process. A study of Black music during slavery in America as contrasted to the music of Blacks in other parts of the world. A differentiation among the various forms of Blues, Black religious music and Jazz with emphasis on contemporary aspects. This course will also stress the interrelationships of poetry, sociology, psychology, and history to the music of Black people. Not offered in 1973-74.

Religion 184. THE DEVELOPMENT OF THE BLACK CHURCH. The development of the Black church in America with particular emphasis on the evolutionary process from the invisible Black church to the organized Black church. The major socio-political implications of the Black church as expressed by its most important provocateurs will be examined. The major figures to be studied in context will be: Nathaniel Turner, Edward Wilmot Blyden, Absalom Jones, Richard Allen, David Walker, and Bishop Henry McNeal Turner. Also a brief look at the African heritage embodied and preserved in the Black church via style of worship, and the spirituality expressed through the medium of music. Not offered in 1973-74.

Sociology 183. BLACK WOMEN IN AMERICAN SOCIETY. A study of the changing role of the Black woman in American society. Included will be an overview of the societal organization and its effects on the expectations held for the Black woman. Spring term.

581, 580, 582. Independent study may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator.

683-684. Tutorial studies may be undertaken in the Black Studies Program and/or other departments with the consent of the instructor and the Black Studies Coordinator. Each term and Interim.

COURSES INDIRECTLY RELATED TO BLACK STUDIES

The following courses are considered as being indirectly related to Black Studies and, in consultation with the Black Studies Coordinator, may be taken toward fulfillment of the major requirements. (For course descriptions, see departmental offerings.)

Economics 116. DEMOGRAPHIC ECONOMICS. Spring term.

Economics 215. ECONOMICS OF SMALL BUSINESS. Prerequisite: Economics 102. Spring term.

History 143. INTRODUCTION TO ASIAN CIVILIZATION. Each term.

Music 121. NON-WESTERN MUSIC: THE HUNTERS. Not offered in 1973-74.

Philosophy 283. ASIAN PHILOSOPHY. Each term.

Sociology 126. SOCIAL STRATIFICATION. Fall term.

WOMEN'S STUDIES

Biology 120. BIOLOGICAL ASPECTS OF SEXUAL FUNCTION. Interim.

English 001. FRESHMAN SEMINAR: ELECTRA. Fall term.

English 323. SEMINAR: THE BRONTES. Spring term.

History 138, 139. THE ROLE AND STATUS OF WOMEN IN HISTORICAL PERSPECTIVE. 139, Fall term; 138, Spring term.

French 001. FRESHMAN SEMINAR: SIMONE DE BEAUVOIR AND THE CONCEPT OF THE EXISTENTIAL HEROINE. Fall term.

Political Science 200. CIVIL RIGHTS OF WOMEN. Interim.

Sociology 120. AMERICAN WOMEN FROM A SOCIOLOGICAL POINT OF VIEW. Interim.

Sociology 183. BLACK WOMEN IN AMERICAN SOCIETY. Spring term.

The College

HISTORY

In 1869 a group of civic-minded Pittsburghers took the initiative in establishing in the city a college which would offer women students an educational program comparable to the finest offered young men.

The college was Pennsylvania Female College and, unlike many women's colleges which began as seminaries, it was from the beginning a full-fledged college offering the baccalaureate degree.

Twenty-one years after its founding the name was changed to Pennsylvania College for Women. The action to amend the charter was started through student petition to the Board of Trustees.

In 1955 PCW became Chatham College in honor of one of freedom's greatest champions, a statesman with ideas on education far advanced for his time: William Pitt, first Earl of Chatham, for whom the City of Pittsburgh is named.

The fully accredited, non-sectarian College has grown from 103 students to an enrollment of more than 600, from an 11-acre, one-building campus to its present 30 buildings on 54 acres. Currently the College has an endowment of over eleven million dollars in market value.

More important than its physical growth has been Chatham's educational growth. The College has long been a pioneer in curricular progress. Its new academic program, adopted in the spring of 1970, again places the College in the forefront of national educational reform.

THE CAMPUS

Chatham College is located in a residential section of Pittsburgh only a few minutes away from the cultural and civic centers of the city.

In the center of the campus is the academic quadrangle with the Coolidge Hall of Humanities, the Falk Hall of Social Studies and the Braun Hall of Administration. This trio of buildings houses faculty and staff offices, classrooms, language laboratory and audio-visual facilities.

Also in the quadrangle is the Buhl Hall of Science. Completely renovated in 1966, it has large science laboratories as well as individual laboratory areas and the Earl K. Wallace Lecture Hall. Honoring one of Chatham's most distinguished alumnae, the Rachel Carson Memorial Reading Room contains approximately 4000 books and journals.

Completing the quadrangle are James Laughlin Hall, recently renovated for use by the Department of Music, and the Chapel which seats 700 people and has a four-manual Moeller organ with carillonic bells.

The Jennie King Mellon Library, completed in 1973, has space for 175,000 volumes as well as individual study areas and special seminar rooms. Adjoining the library is the Chatham Theatre seating 285 people. Andrew W. Mellon Center, onetime home of the former Secretary of the Treasury, is the College's student-faculty center housing student activity and staff offices, meeting and recreation rooms, a regulation-size swimming pool and bowling alleys. An addition to Andrew W. Mellon Center, containing dining facilities and a snack bar, was opened in 1973.

Chatham's student residences are unique in that they provide a variety of living experiences. During her four years at the College a student can live in the traditional college dormitory such as Woodland or Dilworth Halls, in an apartment suite such as those in Pelletreau Hall, or in the homelike atmosphere of the Julia and James Rea House or the Marjory Rea Laughlin House. Students may also live in Benedum Hall, once the home of oilman Michael L. Benedum. The Art Studio is located on the grounds of this former estate.

The campus includes a three and one-half acre recreation field, three all-weather tennis courts, and the Physical Education Center with a large gymnasium, dance studio, classrooms and seminar rooms.

Chatham's campus, spread over rolling hills, is especially admired for its splendid landscaping. It provides a handsome academic center in a major business and cultural metropolis.

THE COMMUNITY

The Chatham College community of approximately 70 faculty members and 600 students provides a variety of experiences and yet assures each student individual consideration.

Most of Chatham's classes are small; over half have no more than 15 students enrolled, and the great majority have no more than 30. There are opportunities for seminar discussions and for numerous contacts with members of the faculty.

The quality of an educational institution is primarily dependent on the ability and training of its faculty. In this regard, Chatham is particularly fortunate. Its faculty is composed of men and women who are not only good teachers but take a personal interest in students and have the ability to embody the ideals of the liberally educated person.

Chatham believes that students profit greatly from being instructed by and having access to creative teachers. In the faculty membership are artists, dramatists, musicians and scholars of major distinction. In addition to the permanent members of the faculty, Chatham invites nationally and internationally known artists and scholars to serve in residence.

Chatham students are chosen for their academic competence, motivation, enthusiasm for learning and their ability to develop and accept increasing responsibility for their own education and lives. They represent diverse geographic, cultural, social, racial, religious and economic backgrounds as well as a variety of interests and talents in both academic and creative areas. A small number of foreign students are included in Chatham's enrollment each year. These students have come from Argentina, Colombia, Egypt, France, Germany, India, Iran, Japan, Kenya, Korea, Lebanon, Pakistan, Peru, Switzerland, Thailand, Uganda and Hong Kong.

A vital part of each student's daily academic life is the Chatham College Honor Code, a code which reflects acknowledgment of the student's obligation not only to herself but to her fellow classmates, the College and the broader society. Every student, upon admission, automatically accepts the Honor Code.

Residence hall life is considered an integral part of the College's total program. Many social and academic activities such as seminars, discussions with guest lecturers, parties and open houses take place in the residence halls. Visiting hours, within limits established by the College and the student House Board, are determined by each residence hall section. Adult head residents live in every residence hall.

Students whose parents live outside Pittsburgh and its neighboring communities are required to live on campus unless special permission is obtained from the Office of Student Services. Second-term freshmen, sophomores, juniors and seniors may apply to live off campus. Parental permission is required for students under 21 years of age.

All students, whether resident or commuting, share in all College activities. Gateway House is set aside for the use of commuting students. Although the primary purpose of the facility is to provide a place where day students may relax, study and socialize during the course of the day, students may on occasion and for legitimate reasons stay overnight for a nominal fee. Day students have their own organization and their president is a member of the Chatham Student Government Board.

Chatham regards its students as effective participants in College affairs. By serving as voting members on almost all the College's planning and policy committees, students have played an important role in helping to develop the College of which they are a vital part. Students served on the committees which helped to shape Chatham's curriculum and they also have assisted in planning the new library and student-faculty center. In addition, student representatives attend faculty meetings and student committees help in the interviewing of new members of the faculty and staff.

The Chatham Student Government coordinates student involvement in the affairs of the College. CSG gives voice to student concerns and maintains student participation in College committees. It also oversees various student boards and organizations.

Honor societies at Chatham are Mortar Board and the Omicron of Pennsylvania Chapter of Phi Beta Kappa. A student-affiliate chapter of the American Chemical Society meets regularly on campus.

Chatham's student publications include the weekly newspaper, *The Matrix;* an annual literary magazine, *The Minor Bird;* and *The Cornerstone,* the College yearbook. All students are invited to contribute their artistic, writing or business talents to these publications.

Opportunities abound for students with dramatic or musical abilities. Those interested in theatre arts may write, stage, direct or take part in the production of plays. Students interested in music may participate after audition in the College choir or other campus musical groups and in various Pittsburgh orchestral and choral groups.

The all-student Recreation Association provides such activities as field hockey, archery, basketball, softball, badminton, skiing, swimming, tennis, bowling, fencing and canoeing. Arrangements can be made with nearby parks for horseback riding and golf. There are interclass sports competitions as well as Chatham teams competing with teams from nearby colleges.

THE CITY

No American city has undergone so dramatic a change in such a short time as Pittsburgh. Through a combination of private and public interest, Pittsburgh has become in recent years one of the most vital and progressive cities in the country.

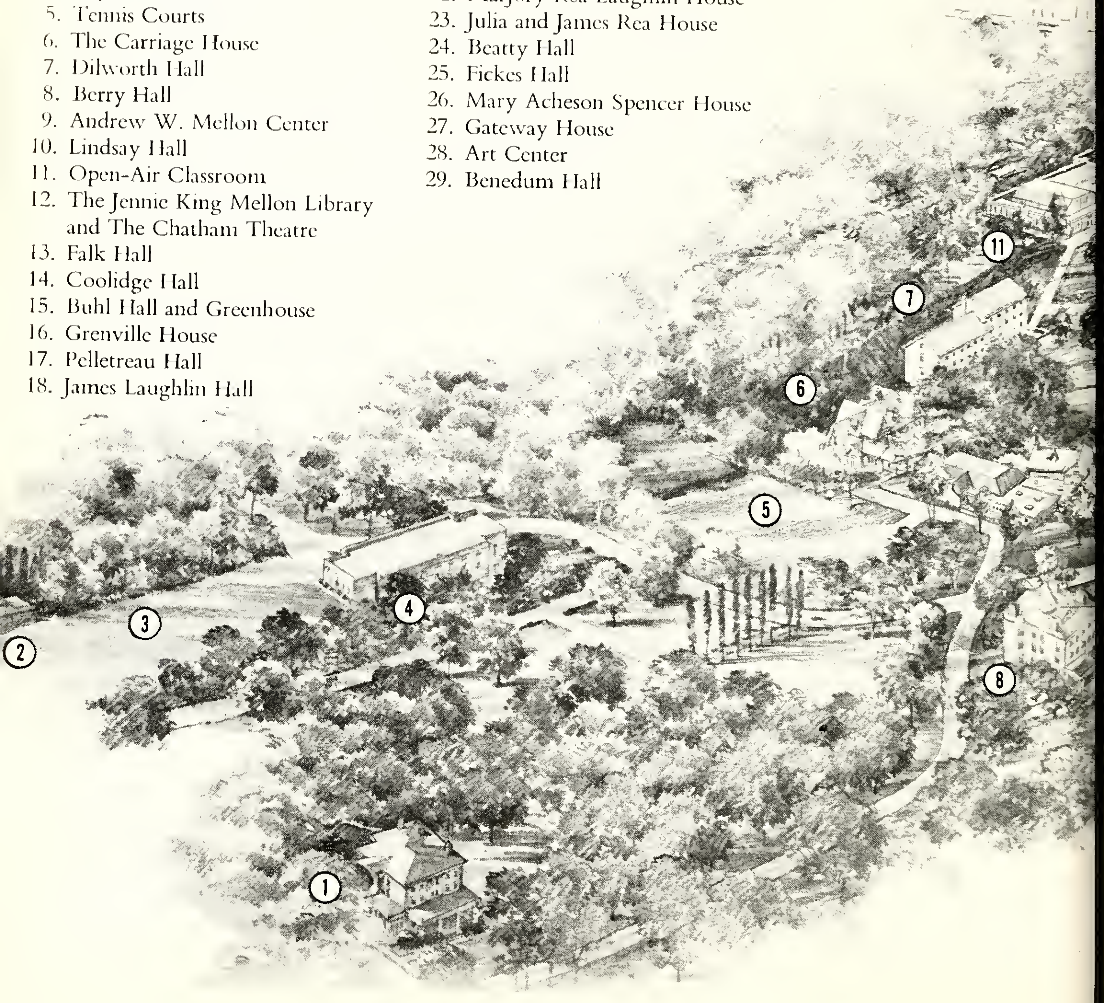
While over two billion dollars have been spent by industry to modernize the city, Pittsburgh's civic and cultural activities have not been allowed to lag. The varied facilities of a fascinating city are within minutes of the campus.

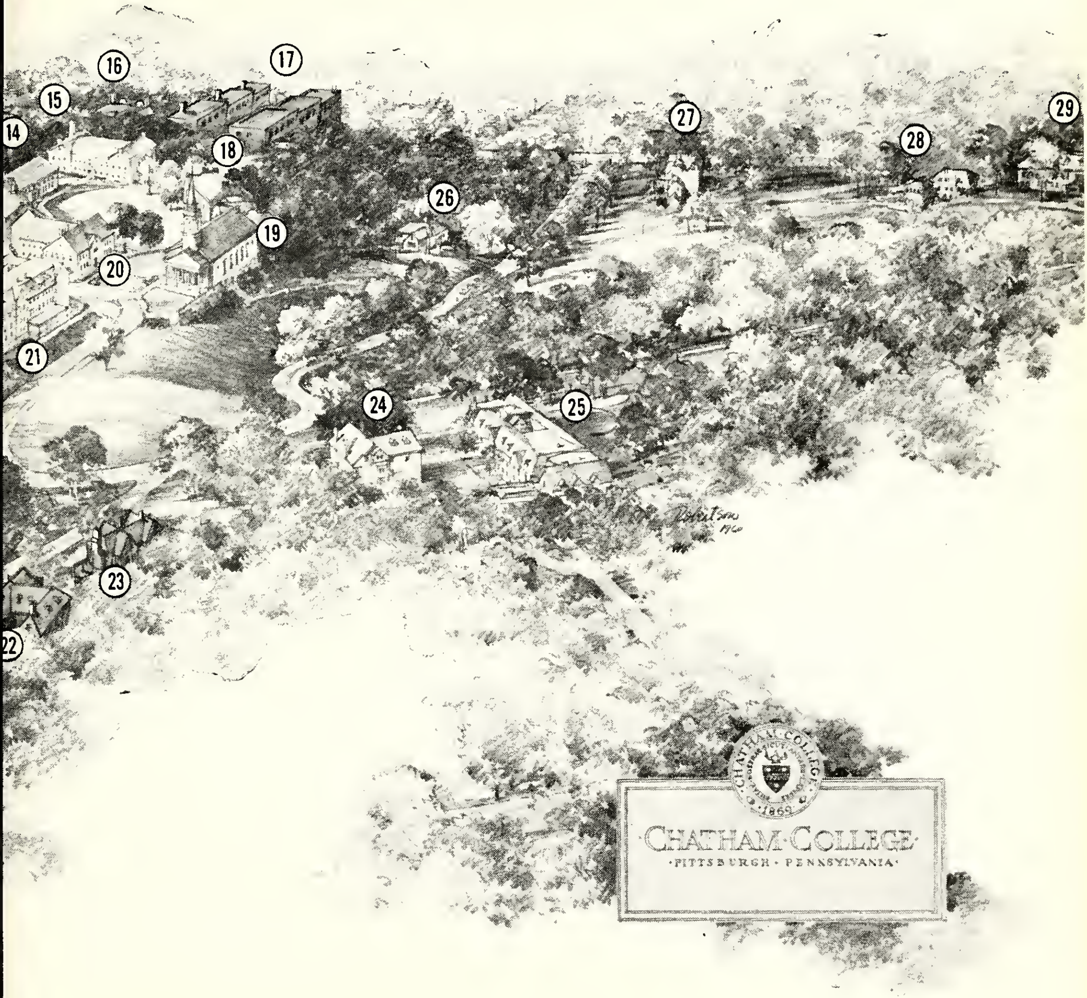
Most Chatham students take advantage of the opportunity to attend performances by the Pittsburgh Opera, the Pittsburgh Symphony Orchestra, the Pittsburgh Playhouse, the Chamber Music Society, and the readings of the world's most distinguished poets in the International Poetry Forum, as well as numerous other recitals, plays, concerts and programs.

The International Exhibition of Contemporary Art, sponsored every three years by the Carnegie Institute, is world famous. The Institute also sponsors many special exhibitions, and these, together with the permanent collection, permit the Chatham student to study the history of art as a vital, immediate experience. The Arts and Crafts Center, a few blocks from the campus, has exhibits each month. Other active galleries in the community are the Pittsburgh Plan for Art and the Pittsburgh Playhouse.

The Carnegie Library of Pittsburgh is a short distance from the campus. Its large collection of volumes supplements the libraries of the colleges and universities in the Pittsburgh

1. Gregg House
2. The Lodge
3. Athletic Field
4. Physical Education Center
5. Tennis Courts
6. The Carriage House
7. Dilworth Hall
8. Berry Hall
9. Andrew W. Mellon Center
10. Lindsay Hall
11. Open-Air Classroom
12. The Jennie King Mellon Library and The Chatham Theatre
13. Falk Hall
14. Coolidge Hall
15. Buhl Hall and Greenhouse
16. Grenville House
17. Pelletreau Hall
18. James Laughlin Hall
19. The Chapel
20. Braun Hall
21. Woodland Hall
22. Marjory Rea Laughlin House
23. Julia and James Rea House
24. Beatty Hall
25. Fickes Hall
26. Mary Acheson Spencer House
27. Gateway House
28. Art Center
29. Benedum Hall

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area. Carnegie Library is unusually well provided with books valuable for student research.

Many Chatham students participate in volunteer service projects in the city. Tutoring groups aid local schools and community centers, students serve in hospitals, youth organizations and a wide variety of health and welfare organizations.

Students also find the city of great value as a laboratory for course work. For example, sociology students work in settlement houses; education students do student teaching in surrounding schools; choral students participate in concerts with orchestras and other instrumental groups; and political science students work in the election process.

The College has extended its efforts, under the Pittsburgh-Chatham Program, to use the resources of the city in its curriculum. Departments identify individuals, agencies and facilities in Pittsburgh which relate to and enrich their course offerings, create new opportunities for independent study in an urban setting, and develop ways by which the College and the city can join in attempts to solve urban problems.

One of the chief advantages of Chatham's location within Pittsburgh is its proximity to other colleges and universities. Cross-registration and cooperative programs with these institutions, in which Chatham students participate freely, are described elsewhere in this *Bulletin*.

SPECIAL PROGRAMS

Chatham College's public programs are planned to supplement what Pittsburgh offers in the arts and sciences. The hour from 11 to noon Tuesday and Thursday morning is reserved for all-campus programs. In addition, evening programs are scheduled throughout the year.

The special programs and series scheduled during the year at Chatham are listed below, followed by a roster of lecturers, visitors and events in recent years.

THE CHATHAM VISITORS PROGRAM is supported by a grant from the Laurel Foundation and provides an opportunity for conversations between men and women of high distinction in American life and the students and faculty of the College. Each Visitor lives on the campus during his stay of several days. The program is intended as a dialogue providing insights at a high level.

THE CONTEMPORARY ARTS SERIES, made possible by funds from the Buhl and Heinz Endowments, encourages an understanding of modern man's attempts to express his concern for meaning.

THE PERSPECTIVES SERIES, featuring discussions by leading American spokesmen presenting a variety of viewpoints, is sponsored by The Vira I. Heinz Fund of The Pittsburgh Foundation.

THE PRACTICAL POLITICS PROGRAM brings to the campus, for addresses and discussions, visiting government officials and authorities in political activity, including candidates for major offices. The program is aided by grants from The Maurice and Laura Falk Foundation and from the Leon Falk Family Trust.

LECTURERS, VISITORS AND SPECIAL PROGRAMS AT CHATHAM COLLEGE IN RECENT YEARS

CHATHAM VISITORS

Senator Michael B. Yeats, President of the Irish Senate, and Mrs. Yeats, Musician
Elizabeth Janeway, Author and lecturer
W. S. Merwin, Poet, author and translator
David Amram, Composer, conductor and author
Margaret Mead, Curator of Ethnology, American Museum of Natural History
Max Lerner, Author, columnist and teacher
Edwin and Mary Scheier, Artists in ceramics, wood, prints and tapestries
George Wald, Higgins Professor of Biology, Harvard University and Nobel Laureate
Mary Lou Williams, Composer and jazz pianist
Haim Ginott, Psychologist, author and teacher, and Alice Lasker Ginott, Psychoanalyst

PROGRAMS IN THE ARTS

National Shakespeare Company in *King Lear*
White Roots of Peace

Don Cossack Chorus
Pennsylvania Ballet, Classes and demonstrations
Betty Jones and Fritz Ludin, "Dances We Dance"
Henry Spinelli, Pianist
Emlyn Williams as Dylan Thomas
Franklin and Marshall and Chatham Colleges, Joint choir concert
Alfred Deller, English countertenor
Civilization Film Series
Paintings by Jane Piper
Primitive Art from the collections of Chatham faculty members
Student Art Exhibits

SPECIAL LECTURERS

Galway Kinnell, Poet in Residence of Pittsburgh colleges and universities
Reid Buckley, Author and political commentator
Kurt Vonnegut, Author and playwright
Granville Hicks, Author and literary critic
Alex Haley, Author of the as-told-to *Autobiography of Malcolm X*
M. Elizabeth Tidball, Physiologist and educator
Alaknanda Patel, Economist, author and teacher
Ralph Nader, Consumer advocate
Dr. Benjamin Spock, Physician and lecturer

COLLEGE SERVICES

STUDENT SERVICES

The Director of Student Services has general administrative responsibility for the non-academic aspects of student life, including medical services. The Director is directly responsible for all housing matters (see page 115 where housing is discussed) and the student financial aid program of the College (see pages 141-144, Financial Aid).

The regular Calendar of College Activities is published in the Office of Student Services.

MEDICAL SERVICES

The College maintains a student infirmary on campus which is under the direction of the College Physician and Resident Nurse. The College Physician is available for consultation and treatment during specified hours each week day and is on call for emergencies when contacted through the College Nurse. (See page 139, Infirmary fee.)

A parent's written consent for treatment by the College medical staff is required. Parents also may elect to have their daughters treated by a physician of their own choice, in which case a written request should be in the Infirmary records.

All students are required to have health and accident insurance. The College has planned for such a program with the Continental Casualty Company. This program is so comprehensive that it has the College's strong recommendation. (See page 138, Insurance fee.) Alternative plans will be accepted provided they offer equivalent benefits.

COUNSELING SERVICES

The Director of Counseling is qualified to discuss a wide range of personal problems with students and will provide referral services when needed. Psychiatric counseling is available through a consulting psychiatrist. The Director also will design and carry out special campus education programs.

STUDENT ACTIVITIES

The Coordinator of Student Activities is the adviser and resource person for student activity groups and the supervisor of the Andrew W. Mellon Center.

CAREER PLANNING AND PLACEMENT

Career planning and placement services are available to Chatham students who wish to give serious thought early in their college careers to post-college plans, including graduate school. The Coordinator of Career Planning and Placement is qualified to acquaint students with and discuss a wide range of career opportunities in various fields. A Career Information Center contains current information about most careers including fields in which there are new opportunities for women. Seniors may schedule interviews with prospective employers on campus. Current information concerning summer employment and part-time work is also available to students.

Assistance in locating employment also is extended to alumnae. Their credential files are compiled and maintained in a central office.

The Pittsburgh-Chatham Program supplements career planning and placement activities by helping to identify job and career opportunities in Pittsburgh area agencies and businesses. (See page 10, Pittsburgh-Chatham Program.)

OFFICE OF EVALUATION SERVICES

This office undertakes that research which is needed from time to time for the evaluation of College programs or for the making of certain institutional decisions. It administers all programs of institutional testing and conducts general surveys. The office also collects study abroad information which it makes available to students and administers the study abroad program procedures for the Committee on Study Abroad.

Admission

Chatham's academic program is described on pages 1-13. In keeping with its academic emphasis, the College seeks to enroll capable and highly motivated students who have the capacity for developing increasing responsibility for their own education and lives, as well as an enthusiasm for learning. In the process of acquiring and developing the skills and patterns by which they expect to live, students can expect support and advice from highly qualified and creative teachers.

From the total applicant group, the College offers admission to those candidates who show the strongest evidence of these qualities. Evaluation is made on the basis of the candidate's record, recommendations, the interview, and all additional pertinent information made available by the candidate and/or the high school. In the process of considering and accepting applicants, the College also endeavors to enroll students representing a variety of backgrounds—cultural, geographical, racial, religious, socio-economic—and having diverse interests and talents in both academic and creative areas.

The student's high school program should show an emphasis in English, foreign languages, history and social sciences, mathematics and science. This emphasis does not necessarily mean uniformity, either in subjects studied or in the number of units in any subject, nor should it exclude other elective courses such as art, music, and drama.

The student should keep in mind that her course selection should prepare her to do successful college work, not merely gain admission to college. Her records should indicate that she has taken advantage of the opportunities made available to her and that she will continue to do so.

During the Spring of 1973, the College adopted a policy of *optional* submission of entrance examination scores (e.g., College Board SAT, ACT) by applicants prior to an admissions decision. Test data may be required occasionally, at the discretion of the Committee on Admission, where other records appear too incomplete for secure judgment. It is estimated that this latter requirement would affect fewer than five percent of applicants.

The elimination of the requirement of entrance examination results guarantees the student that all of her other records, including her written statement on her application, will receive close attention. Prior to enrollment, but *after* admission decisions are made, all freshmen will be requested to submit results of the College Board SAT or the American College Testing Program ACT taken during the junior or senior year in high school. These scores will be used for general research purposes by the College.

ADMISSION PROCEDURE FOR FRESHMEN

The admission procedure is a cooperative one between the student and the College. Upon the completion of the procedure, each party should have gained sufficient knowledge to make a reasonable and informed valuation of the other. The College believes that its responsibility is to share with the applicant as much information as possible regarding academic programs, campus activities, and student life; the applicant's responsibility is to provide the required supporting credentials for her application and to keep the College advised of information which will be helpful in evaluating those credentials. New students are admitted to both fall and spring terms.

The procedures for making application for admission are as follows:

1. File an application for admission with the Admissions Office, together with a non-refundable $15.00 processing fee. The application form may be obtained by writing to the Admissions Office. The fee may be waived in cases of extreme financial hardship. Fee waiver requests, supported by a recommending agency or counselor, should be made to the Admissions Office.

   Early application is advisable to assure prompt completion of all preliminary arrangements and credentials. The date of application is not considered in the selection of candidates, but Freshman Seminar and dormitory assignments are made according to the date on which applications are received. To be assured of full consideration and space in class and dormitory, candidates should apply before March 1 for fall entrance and before December 15 for February entrance.

2. (Optional, but strongly recommended.) Arrange to visit the campus and have a personal interview. An interview and campus visit are not required but are recommended for each prospective student before or after filing an application. The College welcomes prospective students and their families. The best way for a prospective student to become acquainted with Chatham is by touring the campus with a student guide, talking with students, faculty and staff, and observing one or more classes if time and circumstances permit. Every effort will be made to arrange at least one class visit for student visitors, Monday through Friday, if requested. There are no classes on Saturday. Candidates may make arrangements in advance with the Admissions Office to stay overnight in one of the residence halls to sample student life at Chatham, to attend classes, and to meet faculty members and students.

The Admissions Office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, and on Saturday from 9:00 a.m. to 12 noon from September to June. During the summer months, the office is not open on Saturdays. In order that students may talk with an admissions counselor or faculty members and have an opportunity to tour the campus with a student guide, *visitors are urged to make an appointment in advance with the Admissions Office.* In the event a student cannot come to the campus, she is encouraged to take the initiative to arrange for an interview with an Alumnae Representative (see pages 163-167 for names and addresses of Alumnae Representatives).

Upon receipt of the application, the College will provide the applicant with transcript and recommendation forms to be completed and returned to the College by her principal/counselor and two teachers best qualified to judge her academic ability and motivation. It is preferred but not required that one of the recommendations be from an English or foreign language teacher. This preference is expressed in view of the concern of the Chatham faculty regarding students' precise and logical use of language(s) coupled with the recent elimination of the College Board Scholastic Aptitude Test and English Achievement Test from the admission requirements. If a candidate so desires, she may request an individual with whom she has worked closely on a project or program in or out of school to submit a fourth recommendation in her behalf.

The applicant's credentials will be presented to the Admissions Committee for its decision in February and March. The majority of applicants will be considered by the Committee on Admission at the regular March meetings. At this time, additional data including the record for the first semester of the senior year will be on file. The decision will be mailed to the applicant late in March. Accepted applicants are asked to reply by May 1.

TWO EARLY DECISION PLANS

The Early Decision on Admission Plan at Chatham is a *first choice* plan and is designed to give assurance early in the senior year in high school to qualified students whose firm first choice is Chatham. While it is possible for the candidate to initiate other applications for admission elsewhere if she wishes to do so during the waiting period, the candidate agrees that upon acceptance and notification of financial aid, if that is needed and awarded, she will withdraw other applications.

There are *two* time schedules for Early Decision Admission candidates. Applicants who apply before November 1 of the senior year and whose credentials include her records through junior year and counselor's and teacher's recommendations may be granted admission and so notified as early as December 1. Applicants who apply between November 1 and January 2 may be granted admission in early February. Financial aid will be granted to accepted Early Decision applicants who qualify on the basis of financial need and academic promise; decisions about aid will be announced simultaneously with decisions on admission.

For detailed information concerning the two Early Decision Admission plans, write to the Admissions Office.

EARLY ENTRANCE

Chatham believes that most students profit from four years in secondary school. However, mature and able students who will have completed all except one year in high school and have valid reasons for wishing to accelerate may apply for early admission to Chatham. These candidates should have the support of their parents, teachers, and counselors. The procedure for applying for early admission is the same as for regular admission to the freshman class. The interview is especially important for early admission candidates, however, and they are required to come to the campus for informal conversations with a member of the admissions staff, a faculty member and a student member of the Admissions Committee. Under ordinary circumstances, early entrance applicants may not be considered under the Early Decision Admission Plan.

DEFERRED ENTRANCE

Accepted students may postpone or defer entrance until the following term or year. The intent is to allow the student more time for further clarification of her interests and goals, as well as to provide the option for volunteer service, independent study, travel or work.

A deposit of $150 is required. This deposit is applicable toward fees at the time of entrance and is not refundable.

Financial aid awards to deferred entrance students will be made the semester just preceding entrance. Students needing financial assistance are requested to file the Parents' Confidential Statement by March 1st, if planning to enroll in the Fall term, or by December 1st, if planning to enroll in the Spring term.

INFORMATION CONCERNING ADVANCED PLACEMENT PROGRAM

Candidates who have participated in Advanced Placement Program courses organized under the auspices of the College Entrance Examination Board are urged to take the Advanced Placement examinations of the College Board. Chatham grants the equivalent of a year's course credit for grades of 4 or 5 on these examinations; fulfillment of some introductory prerequisite courses is granted whenever appropriate for grades 3, 4, or 5. Students who have earned grades of 4 or 5 on four Advanced Placement examinations will be admitted to Chatham at the sophomore level.

Candidates for freshman admission who have completed satisfactorily college level courses at accredited institutions of higher education prior to entrance at Chatham may apply for advanced placement and credit toward the degree.

ADMISSION PROCEDURE FOR TRANSFERS

Chatham welcomes the opportunity to discuss future education plans with transfer candidates including junior college and community college graduates. Students from accredited colleges may be admitted to advanced standing at Chatham College without examination for the fall or spring terms. Their college records should show above average achievement. The high school record is considered, but greater emphasis is placed on performance at the college level. Liberal arts courses in which the final grades are C, or higher, are transferable. Non-graded courses (e.g., pass/fail) will be evaluated for transfer in terms of their local definitions. Credits for incoming transfer students are converted to Chatham course units by dividing the total number of transferable semester hours of credit by 3.5. When transfer credits are presented in quarter hours they should first be converted to semester hours by multiplying them by two-thirds.

Applicants for admission to Chatham from non-accredited or newly founded institutions which have not yet been awarded full accreditation should submit results from the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP Program, test center addresses and costs can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. Both the General Examination and one or more of the Subject Examinations, as determined in advance with Chatham, should be taken. The examination results along with the applicant's previous school and college records will be used in making a final decision.

Students considering transfer to Chatham College for September, January, or February entrance are encouraged to familiarize themselves with the academic program and graduation requirements, and to consult with a member of the admissions staff. Transfer students who apply before March 1 will be notified of the decision of the Committee on Admission no later than April 10. Those who apply after March 1 will be notified as soon as possible after all credentials are on file.

An applicant for advanced standing should follow the procedure outlined below:

1. File an application on a form obtained from the Admissions Office. A processing fee of $15.00, which is non-refundable, must be enclosed.
2. Request the college or colleges previously attended to send an official transcript of the work taken up to the time of making application to Chatham.
3. Send a marked copy of the catalogue of the college or colleges previously attended and indicate the courses for which Chatham credit is desired.
4. Request the College Entrance Examination Board to forward the results of any Advanced Placement Examination Reports or College-Level Examination Program test results which may have been taken either prior to or during attendance at the present college. No new entrance examinations are required unless specifically requested by Chatham.
5. If at all possible, arrange to visit the campus and meet with a member of the admissions staff and/or faculty.
6. At the close of the semester, just prior to entrance, request the college from which the student is transferring to send a final and complete transcript of record.

See page 143 for information concerning financial aid for transfer students.

ADMISSION PROCEDURE FOR ADULT PART-TIME AND FULL-TIME DEGREE CANDIDATES

Chatham College welcomes women whose careers have by-passed college or who left college in order to begin families or careers. Such students, mature in experience and age, have made profitable use of Chatham's flexible curriculum and small classes, its relations with the city and its personal attention to its students. In recent years more than fifty such students have entered Chatham as full-time or part-time degree candidates, and their success in and out of the classroom has been notable. There is simply no measure of the insight and maturity which they bring to the classroom or of the enrichment and confidence the classroom gives them.

Chatham's adult students in the past have justified the College's confidence in those of the future. For this reason the admission procedures are uncomplicated. The College thinks of an adult applicant as a woman of post-college age who has graduated from high school and has a strong desire to initiate or complete a college education. Because the Admissions Committee members consider each applicant on an individual basis, adult applicants with special aims or special qualifications or special problems are urged to discuss them with a member of the Admissions staff.

Interested adult applicants should follow the procedure outlined below:

1. Arrange for a personal interview with a member of the Admissions staff.
2. File the Adult Student Application form, together with a vita or resumé and a non-refundable application fee of $15.00 ($10.00 if planning to take no more than two courses).
3. Request previously attended schools or colleges to send to the Admissions Office any materials, such as transcripts or recommendations, which the applicant thinks may aid the Admissions staff. She may also have sent to the office recommendations from anyone in a position to comment on her commitment to a college program.

Adult students who have never taken any college-level courses for credit and who wish to demonstrate their eligibility for admission with advanced standing should take the College Entrance Examination Board College-Level Examination Program (CLEP). Information about the CLEP Program, test center addresses and cost can be obtained by writing the College-Level Examination Program, Box 1821, Princeton, New Jersey 08540. The Admissions staff will be happy to discuss with interested persons the advantages of the CLEP Program for placement, for advanced standing or for accelerating programs.

The adult applicant who plans to initiate or complete her college education on a *part-time* basis may enroll for her first two courses at one-half the normal course unit charge. See page 136. The adult applicant who plans to enter Chatham as a full-time student will be charged full tuition but may apply for financial aid.

ADMISSION PROCEDURE FOR ADULT PART-TIME OR FULL-TIME NON-DEGREE STUDENTS

Individuals who are not candidates for bachelor degrees but who may wish to explore new interests, or those who have earned degrees and wish to update their major field or investigate new fields, may be admitted on a part- or full-time basis to classes in which there is space available and for which their educational background and experience qualify them. Such highly motivated persons are encouraged to apply and observe these procedures:

1. Arrange for a personal interview through the Admissions Office.
2. File an application for admission with the Admissions Office. A processing fee of $10.00 which is not refundable must be enclosed.
3. Submit transcripts from college(s) attended, if any.

Part-time students may carry a maximum of two course units each term. A minimum of a C average must be achieved for the first term in order to be eligible to continue for a second term. A part-time, non-degree student who previously had not earned a baccalaureate degree may later petition the Committee on Academic Standing to become a full-time degree student. If she is accepted, credits earned earlier at Chatham will be applied toward degree requirements and regulations governing a full-time student become effective. Adult, part-time, non-degree students may enroll for their first two courses at one-half the normal course unit charge; full time, non-degree students will be charged full tuition (page 135).

GUEST STUDENTS

Chatham College welcomes the visiting student for either a term, Interim or year. The student should be in good standing at her own college and have the written approval of the major academic officer of her institution. Application should be made at least two months prior to admission. Tuition and resident charges are assessed as for Chatham students. Inquiries should be directed to the Director of Admissions.

Inquiries are welcome from women who wish to continue their education by participation in Chatham courses either on a degree or non-degree basis (see pages 131-133).

READMISSION

Students who formally withdraw from Chatham, other than those who are on formal leaves of absence, and then later seek reinstatement follow the same procedure described for transfers into Chatham from other colleges (see page 130) and arrange for a personal interview with the Provost or Dean of Studies. Completed applications with processing fee of $15.00 should be directed to the Admissions Office no later than January 2 for the spring term or June 1 for the fall term. Such applications normally are acted upon with those of students new to the College by the Committee on Admission; however, preference is given to former students.

FOREIGN STUDENTS

Chatham welcomes foreign students and in recent years these students have come from England, France, Hong Kong, Kenya, Czechoslovakia, Denmark, Sweden and Uganda. Some enrolled independently and others have come under the auspices of the Institute of International Education, 809 United Nations Plaza, New York, New York 10017. Foreign students should have their credentials on file with the College no later than January 15 preceding the fall in which they wish to enroll.

Evidence of competence in use of the English language is required as a condition for admission. To evaluate this competence, Chatham requests that foreign applicants from non-English speaking countries take and submit results of the Test of English as a Foreign Language (TOEFL). Information concerning this examination is available from Educational Testing Service, Princeton, New Jersey 08540.

Financial aid available for foreign students is quite limited and rarely includes the full cost of tuition, room and board.

Financial Procedures

CHARGES AND EXPENSES

Since the College *Bulletin* is prepared a year in advance, it is impossible to foresee all the economic changes which may occur during that period. The College, therefore, reserves the right to alter charges and expenses. The following charges and expenses are currently applicable. Each student actually pays only 55 percent of the cost of her Chatham education. Private gifts and income from endowment must meet the difference between this cost and the tuition fee. Parents able to contribute further to educational costs are encouraged to do so.

RESIDENT STUDENTS

Charges for resident students for the year:

Tuition	$2550.00
Room and Board	1440.00
Student Activities Fee	60.00
	$4050.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1905.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1995.00
	$4050.00

COMMUTING STUDENTS

Charges for commuting students for the year:

Tuition	$2550.00
Student Activities Fee	60.00
Day Student Fee	10.00
	$2620.00

Payable:

By May 1 for new students; by April 20 for returning students	$ 150.00
On or before July 15	1190.00
(plus the $50 refundable deposit required of newly registered students)	
On or before January 15	1280.00
	$2620.00

PART-TIME STUDENTS

A part-time student is one who takes fewer than three course units in either the Fall or Spring term.

Charges for part-time students:

Tuition	$300 per course unit
Student Activities Fee	None

Payable:

On or before July 15 (Fall term)	$300.00
On or before January 15 (Spring term)	$300.00

Balance due on or before registration day each term.

SPECIAL INTERIM COURSE FEES

There is no additional tuition, room or board cost to regularly enrolled full-time students for Interim courses available on campus, except in a few instances for special supplies. Some Interim courses may involve additional costs for travel.

Students visiting Chatham during the Interim on the basis of a one-for-one exchange program will not pay room, board, or tuition charges. If a reciprocal agreement has been established between Chatham and a visiting student's home college, tuition will be remitted without a one-for-one exchange for a student. There will be a $125.00 comprehensive charge, which will cover room and board costs. A refundable $15.00 deposit will also be required. In the absence of exchange agreements, visiting students will pay at the rate of $300.00 per course and, if they wish to live on campus, a room and board charge of $175.00.

OTHER FEES

Application for admission $15.00

The application fee is not refundable (see page 126) and is not credited on any College bill.

Deposit $50.00

A one-time deposit of $50 is required of newly registered students on or before July 15 (January 15 if a mid-year admission). This amount, less any bills due the College, is refundable upon graduation or upon withdrawal. Damage to or loss of College property will be charged to the student who is responsible.

Late registration fee $15.00

The normal registration procedures were established to allow the College to plan each academic year. Because of the additional work required in special handling of late registrants, a $15.00 fee is due from late registering students.

Day student fee $10.00

Day students voted to assess themselves a nominal fee of $10 per academic year, which is due and payable with their first term bill. The funds are used to help defray costs of their campus social and overnight quarters.

Student activities fee $60.00

The student activities fee collected from all students, both resident and commuting, has been established by the College at the request of the Chatham Student Government. The fee entitles each student to all student publications, admission to College social events, student-sponsored concerts and lectures, and membership in the Chatham Recreation Association and Chatham Student Government.

Overload fee .... $300.00 per course unit

For all academic programs exceeding nine (9) units per academic year there will be an overload charge assessed in the second term. In the case of a program overload preceding a withdrawal, the financial adjustment will be made at the time of withdrawal.

For academic year 1973-74 all financial aid recipients with overload charges should make an appointment with the Director of Financial Aid after the overload is a reality. Additional assistance will be made available to cover overload charges. The form of this assistance will vary.

See Academic Procedures section, page 19, for additional details regarding the overload policy.

Senior *in absentia* fee $300.00

When permission is granted under some emergency situation to a senior to complete all or a portion of her senior year requirement *in absentia,* she will be charged a $300.00 fee. This fee will be waived if, during the *in absentia* period, the student is enrolled in and paying for the tutorial.

Applied art fee .... $25.00 per course unit

Certain courses offered by Chatham require the use of costly materials and supplies. Students enrolled in the Art Department's Ceramics and Two- and Three-Dimensional Studio courses pay this fee.

Student health and accident insurance .... $42.00 per year

Students are required to have health and accident insurance and are responsible for making their own arrangements for such coverage. The College offers such insurance with the Continental Casualty Company. The $42 fee is for 12 months. Questions pertaining to the medical insurance program should be directed to the Treasurer. Students file claims directly with the insurance agent. Alternate insurance plans are acceptable. Written proof of alternate insurance coverage must be provided if the student does not subscribe to the College program.

Infirmary fee . . . . $6.00 per day

Provision for seven days of care in the College infirmary is included in the resident student's fee. Any additional days are charged at the $6.00 rate per day. The student is responsible for medicine prescribed by the College physician and a portion of the College physician's charges for service. The College bills the student for medical charges. (See page 123, Medical Services.)

Examination fees $10.00

A student who fails to take any examination that the College requires at the regularly scheduled time must pay a late examination fee of $10.00. The College does not assess students for any exemption or credit they may earn by examination in courses that are offered by Chatham. When it is necessary to employ an outside examiner for this purpose, the student is asked to pay a special examiner's fee.

Applied music fees . . . . $150.00 per course unit

A one hour lesson per week of private instruction in piano, organ, voice, violin or other instrument requires payment of the applied music fee each term. One-half hour lesson per week (one-half course unit) is $75.00. For students majoring in music, four course units of applied music may be taken in the junior and senior years without charge.

PAYMENT OF EXPENSES

The statements of accounts are mailed to the parents or guardians of students approximately one month before the due date. All checks should be made payable to Chatham College and addressed to Chatham College, Woodland Road, Pittsburgh, Pa. 15232, Attention: Treasurer's Office. Payments must be made by the due date. Any unpaid accounts are charged at a rate of one percent monthly on the unpaid balance. No exceptions will be made without written permission from the Treasurer of the College. During the academic year, statements of accounts showing charges for Bookstore purchases, Infirmary bills, guest charges, etc., are given to students each month. Payment is due within 25 days and charging privileges may be withdrawn if the student account is delinquent. A student may not be graduated, receive honorable dismissal, grades or a transcript of her College work until all accounts with the College have been settled.

An advance payment of $150 for all returning students, both resident and commuting, must be paid by April 20 each year. This advance payment is not refundable except to a student ineligible to return because of academic failure. The $150 is applied, however, to charges for the academic year provided the student registers for courses. The advance payment is necessary to reserve a place for the student in the College. Unless the College has substantial evidence that a student is returning, it has the obligation to open the opportunity to another qualified student. Students entering at mid-term, whether before or after the Interim Program, pay one-half of the stated rates for the College year. Full-time seniors, certified by the Registrar as attending only one term or one term and the Interim for the purpose of completing final degree requirements, will be assessed one-half the annual charges.

Some parents may prefer to pay tuition and other College fees in equal monthly installments during the year. This convenience is available through local banks or various tuition payment plans. Information concerning these programs is available upon request to the Treasurer's Office. Requests should be made and necessary forms completed well in advance of the payment due dates.

If a student has received notification of financial aid, one-half of the amount of the financial aid award may be deducted from the payment due in July and the balance from the January payment. Financial aid in the form of work assignments in the College Work-Study Program or a Chatham job are paid directly to the student. Student work awards, therefore, should not be deducted from the July or January payments.

REFUNDS

When the College receives formal written notification of a withdrawal of a student prior to July 15 (January 15 for the Spring term) preceding the opening of the academic year, all previous payments of tuition, room and board for the year in question (excluding the non-refundable $150 deposit) will be refunded. When formal written notification is received after July 15 (January 15, Spring term) but prior to the first day of classes, 75 percent of the tuition, room and board for the year in question will be refunded. When notification is received after the start of classes but prior to the conclusion of the fourth week of classes, 50 percent of the tuition and board will be refunded. No refunds will be made, without exception, after the conclusion of the fourth week of classes.

The official withdrawal date for the purpose of computing any refund will be the date on which the completed notice of withdrawal form (see page 24) has been received by the Dean of Studies or Director of Counseling.

FINANCIAL AID

Financial aid is available to qualified students who without such aid would be unable to attend Chatham. The primary criterion used in determining eligibility for aid is financial need. When more candidates qualify for admission and financial aid than there are available funds to distribute, major considerations taken into account in making awards include academic achievement, future promise and diversity within the student body. Financial aid awards range from $100 to $4300 per year. Financial aid packages do not cover special programs such as Study Abroad or the Washington Semester.

Three kinds of financial aid are offered to students with need: grant, work and loan. Awards are made in a combined or "package" form with the package reflecting a grant, job and, in most cases, a loan. The student is given the option of refusing the job, loan or both. In these cases, the student or parents assume the difference in cost from their own resources.

A student works approximately six hours a week for a $270 award, nine hours a week for a $400 award and twelve hours a week for a $500 award.

Loans are available from the National Direct Student Loan Program. A student may borrow up to a maximum of $5,000 during the first two years of a Bachelor's degree program and a maximum of $10,000 during all years of undergraduate, graduate or professional schooling. The repayment period and interest begin nine months after the student ends her studies. The loans bear interest at three percent a year. The repayment may be extended over a ten year period. Partial and in some instances total cancellation of the loan is granted for full-time teaching of handicapped children and for teaching in public or non-profit elementary or secondary schools which, for that year, have been designated by the Commissioner of Education as schools with a high enrollment of students from low income families. Repayment of the loan and interest is deferred during any period in which the borrower is taking at least a half-time course of study at an institution of higher education in a state, or at a comparable institution outside the United States approved for this purpose by the Commissioner. Repayment of the loan and interest also is deferred up to three years while a borrower is a member of the Armed Forces of the United States, volunteer in the Peace Corps or a member of VISTA.

Chatham College has a limited student loan fund to be used in emergencies. In this program, repayment and interest begin when the borrower ends her studies at Chatham. A loan has an interest rate of three percent and repayment must be completed within three years.

In both programs monthly repayments are made to Chatham College. A schedule of repayments should be arranged before the borrower leaves Chatham College.

FINANCIAL AID FOR FRESHMEN

Financial aid for freshmen is awarded on the basis of financial need, academic achievement and future promise. Freshmen applicants for financial aid should complete admission and scholarship forms and return them simultaneously with a $15 application fee to the Admissions Office. Chatham College is a member of the College Scholarship Service, a cooperative agency of colleges which handles confidential statements from parents in support of applications for financial aid. These forms may be obtained from the secondary school guidance officer.

FINANCIAL AID FOR TRANSFERS

Students who enter Chatham with advanced standing are eligible for financial aid as described for freshmen.

FINANCIAL AID FOR UPPERCLASSMEN

Students must reapply for all financial aid. Applications may be obtained from the Office of Financial Aid. A student's initial financial aid remains basically the same, with modifications based on changes in her or her family's resources and, normally, on greater financial responsibility for her own education by an increase in self-help: work and/or loan.

All financial aid awards are reviewed each year upon reapplication by the student, and are renewed if she meets the financial aid criteria, including fulfilling her work commitment, and is returning to the College during the period of time for which the award is granted.

A number of endowed scholarships and scholarships contributed by individuals, groups and foundations are awarded to outstanding students of the three upper classes. These scholarships are awarded on the basis of financial need, academic achievement and contributions to the Chatham community.

SPECIAL CRITERIA PROGRAMS

COLLEGE WORK-STUDY, a federal government-sponsored program, enables students to earn money toward their college expenses. To be eligible a student must be in need of financial assistance and enrolled in at least a half-time course of study. Priority is given to students enrolled full-time.

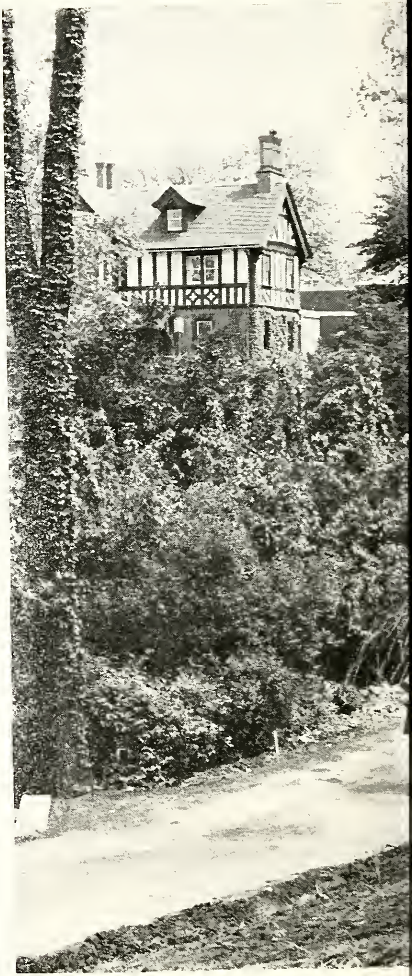
A student may work on campus or off-campus for public or non-profit organizations. Chatham students work off-campus in diverse areas: working with retarded children, assisting in a museum, working in a community center, contributing to an ethnic newspaper, assisting in a federal agency. This program also operates during the summer.

EDUCATIONAL OPPORTUNITY GRANTS are federal funds made available by the College to students of exceptional financial need. Students must be enrolled at least half-time and be in good standing. When the number of qualified applicants exceeds available funds, priority is given to students pursuing a full-time course of study. Grants range from $200 to $1500 per academic year.

THE MINNA KAUFMANN-RUUD SCHOLARSHIPS were established at Chatham College in 1965 by the Kaufmann-Ruud Foundation. Four or more students with exceptional ability in vocal music will be assisted according to need. Priority is given to those who plan to follow careers in the concert, operatic or teaching fields. The amount of the scholarships may range from $100 to $1,000 per academic year.

THE MICHAEL L. BENEDUM SCHOLARSHIPS are made possible by The Claude Worthington Benedum Foundation and Chatham College for outstanding and deserving students. The Foundation awards are for West Virginia residents only.

CHARLES E. MERRILL SCHOLARSHIPS are available to students from middle income families ($12,000 to $20,000). Stipends range from $100 to $1,000 per year, depending on financial need. Students for whom need cannot be established are named Honorary Merrill Scholars and their subsequent requests for financial aid are reviewed carefully. Selection as a Merrill Scholar is based on exceptional promise of achievement at Chatham, as determined by high school academic records and evidence of talents and interests outside the classroom.



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THE NEW YORK TIMES

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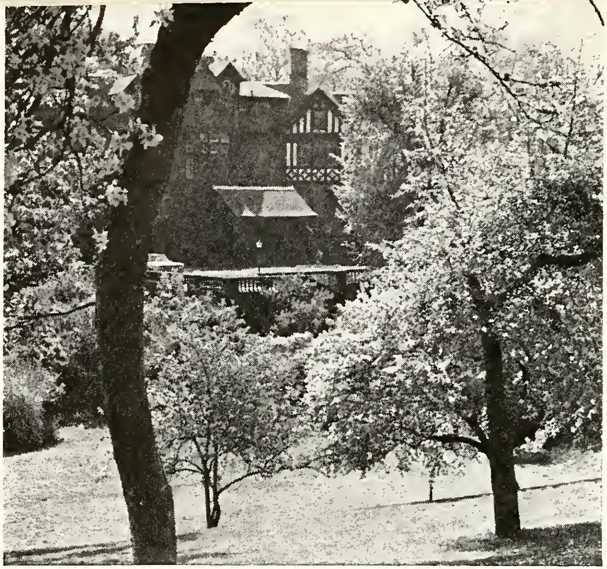


SONY

The Location

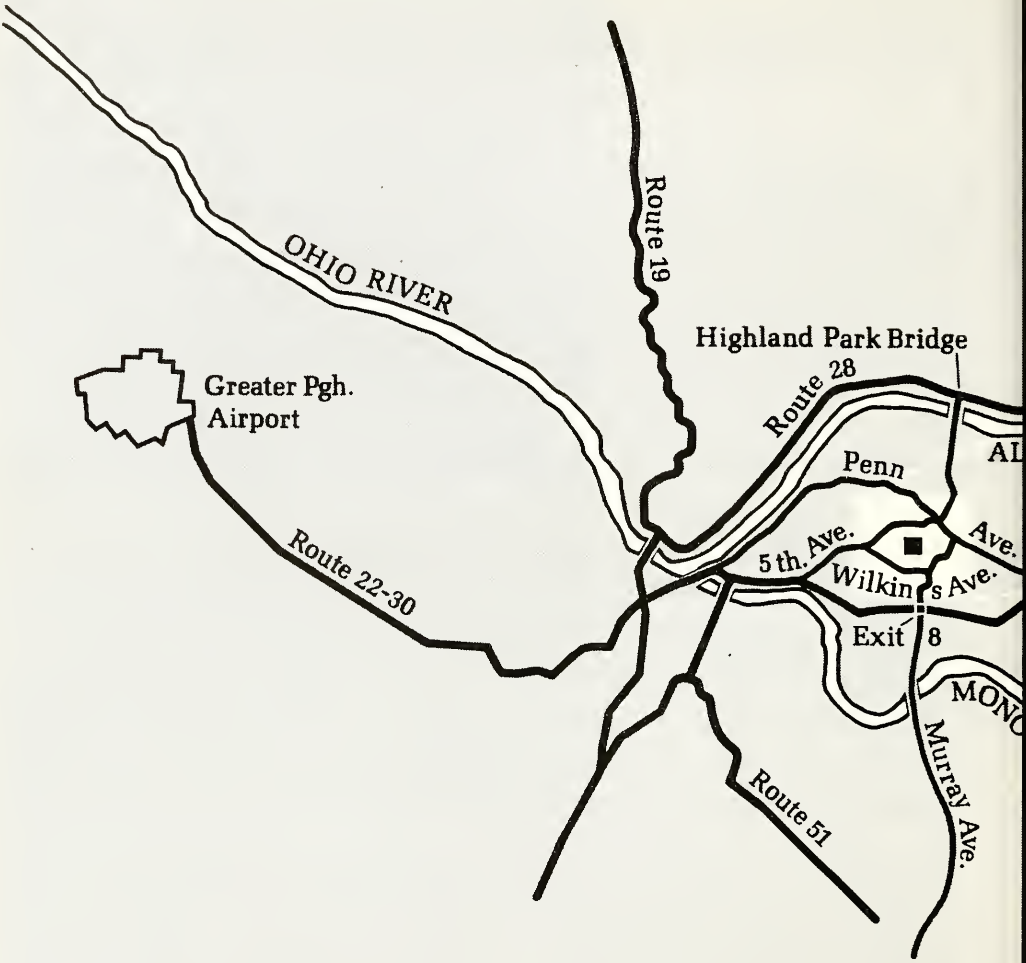
HOW TO GET TO CHATHAM COLLEGE

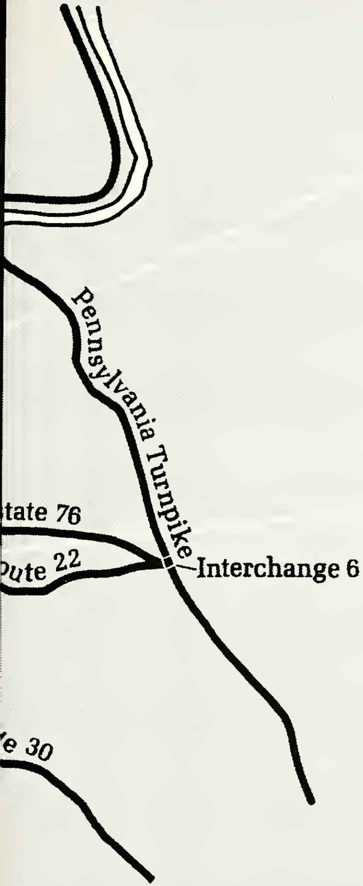
The College campus is within a 20 minute taxicab ride from downtown Pittsburgh and approximately 40 minutes from the airport. An hour should be allowed if visitors plan to utilize the downtown or Oakland limousine service from the airport.

The Greater Pittsburgh International Airport is served by seven major airlines with more than 300 flights daily to and from most cities in the United States. The airlines estimate flight time between Pittsburgh and Boston, Chicago, New York City and Washington, D.C. to be 1½ hours or less.

Drivers to the campus from the east and west are advised to exit the Pennsylvania Turnpike at Pittsburgh Interchange #6 and follow Interstate 376 (Penn-Lincoln Parkway). Continue west on the Parkway through the Squirrel Hill Tunnel and exit immediately after going through the tunnel at Squirrel Hill Exit #8. Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 12 miles from Exit 6 of the Turnpike to the Chatham campus.

When driving to the campus from downtown Pittsburgh or the airport the best route is the Penn-Lincoln Parkway (Routes 22 and 30) East. Continue on the Parkway to Squirrel Hill Exit #8 (last exit before the Squirrel Hill Tunnel). Follow exit ramp to first left (Forward Avenue), turn left onto Forward Avenue to first traffic light. Then bear left onto Murray Avenue and proceed through the Squirrel Hill business district until Murray Avenue dead-ends at Wilkins Avenue. Turn right onto Wilkins Avenue and then left after one-half block onto Woodland Road. The entrance is identified by two red brick pillars. Chatham is located on Woodland Road. It is 21 miles from the airport to the campus; five miles from downtown Pittsburgh (the Golden Triangle) to the campus.


OHIO RIVER
Route 19
Highland Park Bridge
Route 28
Greater Pgh.
Airport
AL
Penn
Ave.
5 th. Ave.
Wilkins Ave.
Route 22-30
Exit 8
MONO
Murray Ave.
Route 51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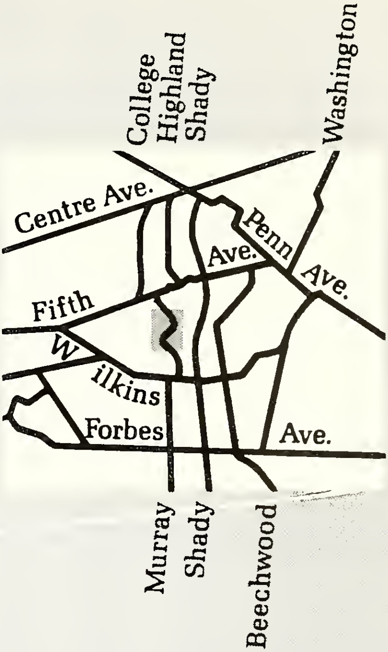
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Index

- Academic advising, 17-18
- Academic credit, 19
- Academic procedures, 19-25
- Academic program, 1-13
- Academic standing, student, 21
- Activities, student, 115-117
- Administration, 150-154
- Admission, 125-134
  - Advanced Placement Program, 129-130
  - Alumnae Representatives, 163-167
  - Application fee, 126, 131, 132, 133, 137
  - Deferred Entrance, 129
  - Early Entrance, 128-129
  - Early Decision Plans, 128
  - entrance examinations, elimination of, 125-126
  - foreign students, 134
  - guest students, 133-134
  - procedures for freshmen, 126-128
  - procedures for part-time, full-time, degree and non-degree adult students, 131-133
  - procedures for transfer students, 130-131
  - readmission, 134
  - staff, 152
  - Advanced Placement Program of the College Board, 129-130
- Advising, academic, 17-18
- Advising week, 18
- Alumnae Representatives, 163-167
- American Chemical Society, 116
- Anthropology, *see* Sociology-Anthropology
- Art
  - courses, 28-30
  - exhibits, 117, 122
  - faculty, 28
  - fees, 138
  - studio, 114, 118-119
- Arts and Crafts Center, 117
- Attendance
  - absence from final examinations, 23
  - classes, 23
  - leaves of absence, 24-25
- Audio-visual facilities, 114
- Auditing of courses, 22
- Awards, 21-22

- Bachelor of Arts degree, requirements for, 2
- Bachelor of Science degree, requirements for, 3
- Beatty Hall, 118-119

Benedum, (Michael L.) Hall, 114, 118-119
  Scholarships, 144
Berry Hall, 118-119
Biology
  courses, 30-35
  faculty, 30
Black Studies Program, 4, 105-108
Board of Trustees, 147-149
Bowling alleys, 114
Braun (Arthur E.) Hall of Administration, 114, 118-119
Budget plans, 140
Buhl (Louise C.) Hall of Science, 114, 118-119
Buildings
  described, 114
  map, 118-119
  number of, 113
Business Services staff, 153-154

Calendar, academic
  1973-74, iv-v
Campus
  described, 113-114
  driving directions to, 169-171
  map, 118-119
Career counseling, 124
Career Information Center, 124
Carillonic bells, 114
Carlow College
  cooperative program with, 12
Carnegie Institute, 117
Carnegie Library, 117, 120
Carnegie-Mellon University
  cooperative program with, 11
Carson (Rachel) Memorial Reading Room, 114
Carriage House, 118-119
Chamber Music Society, 117
Chapel, 114, 118-119
Chatham College
  driving directions to, 169-171
  endowment, 113
  history of, 113
  map of, 118-119
  significance of name, 113
Chatham, Earl of, 113
Chatham Student Government, 116
Chatham Theatre, 114, 118-119
Chatham Visitors Program, 120, 121
Chemistry
  American Chemical Society, 116
  courses, 35-38
  faculty, 35
Chinese, 12
Classrooms, 114
College Board Examinations
  elimination of, 125-126
College Relations staff, 152
Commencement date, v
Communication, written and oral, 2
Commuting students, 116
  fees, 136
Comparative communism
  courses, 12

Contemporary Arts Series, 121
Coolidge (Cora Helen) Hall of
  Humanities, 114, 118-119
Cooperative arrangements with other
  colleges and universities, 10-12
Coordinator of Student Activities,
  123
Counseling services, 123
Courses of study, 27-108
Course unit, 19, 27
Credit, academic, 19
Cross-college and university
  registration, 11, 120
Curriculum, 1-2

Dance, *see* Physical Education
Day students' house, 116
Deferred Entrance, 129
Degrees
  granted, 2-3
  requirements for, 2-3
Departmental major, 3
Director of Counseling, 123
Dilworth Hall, 114, 118-119
Dining facilities, 114
Dismissals, 25
Dormitories, *see* Residence Halls
Drama
  courses, 38-41
  faculty, 38
  productions in Pittsburgh, 117
  special programs, 121-122
  student productions, 117
Early Entrance, 128-129
Early Decision Plans, 128
Economics
  courses, 41-44
  faculty, 41
Education
  courses, 44-48
  faculty, 44
  practice teaching, 120
  State certification, 44-45
English
  courses, 48-55
  faculty, 48
Enrollment
  size of, 115
  countries represented by, 115
Evaluation Services
  Office of, 124
  staff, 152
Examinations
  absence from final, 23
  Advanced Placement, 129-130
  College Board,
    elimination of, 125-126
  course exemption and
    credit by, 22
  dates for final, iv, v
  fees, 139
  National Teacher, 44
Expenses
  budget plans, 140
  commuting student, 136
  deposit, 135, 136, 137

Infirmary, 139
part-time students, 136
payment of, 139-140
refunds, 141
resident students, 135
room and board, 135
schedule of payments, 135, 136
student activities fee, 135, 136, 138
tuition, 135, 136

Faculty
advisers, 17-18
characterized, 115
listed, 155-162
see also individual departments
offices, 114
size of, 115
Symposium, 8-9
Failures, 20, 21
Falk (Laura) Hall of Social Studies, 114, 118-119
Fees
application for admission, 126, 137
art, 138
course changes, 22-23
day students, 137
Interim, 136-137
late examination, 23, 139
late registration, 22, 137
Infirmary, 139
music, 139
overload, 19, 138
senior *in absentia,* 138
student activities, 135, 136, 138
transcript, 23
Fickes Hall, 118-119
Financial Aid, 141-144
Director of, 151
for adult full-time students, 133
for freshmen, 142-143
for transfers, 143
for upperclassmen, 143
special criteria programs, 143-144
special criteria scholarships, 144
Financial procedures, 135-140
Foreign languages, study of, 2
Foreign students, 115, 134
French, *see* Modern Languages
Freshman Seminars, 8
listed, *see* individual departments
Full-time students, 19, 20

Gateway House, 116, 118-119
General Education, 5
courses, *see* individual departments
German, *see* Modern Languages
Grades, 20-21
Graduation requirements, *see* degree requirements
Greek, 12
Gregg House, 118-119
Grenville House, 118-119

History
courses, 55-61
faculty, 55

History, Chatham College, 113
Honors, 21-22
Honor Code, 115
Honor societies, 116

In absentia
  seniors, 138
  students, 25
  study, 20
Independent study, 9-10
Infirmary (Lindsay Hall), 118-119, 123, 139
Interdepartmental major, 3
Interim, 5-8
  courses, 6-8, *see also* individual departments
  dates, v
  fees, 136-137
  registration date, iv
  study abroad, 12
International Exhibition of Contemporary Art, 117
International Semester, 13
International Studies Program, 12
Italian, *see* Modern Languages

Junior year abroad, 12-13

Laboratories, 114
Latin, 12
Laughlin (James) Hall, 114, 118-119
Laughlin (Marjory Rea) House, 114, 118-119
Leaves of absence, 24-25
  medical, 24
  other, 25
  voluntary, 24-25
Lecture Hall, Earl K. Wallace, 114
Library, Carnegie, 117, 120
Library, Jennie King Mellon
  described, 114
  location of, 118-119
  staff, 153
Lindsay Hall (Infirmary), 118-119, 123, 139
Loans, student, 141-142
Lodge, The, 118-119

Major options, 3-4
  departmental, 3
  interdepartmental, 3
  non-major, 4
  problem, area, multidisciplinary, 4
  requirements, *see* individual departments
Mathematics
  courses, 61-64
  faculty, 61
Medical
  fees, 139
  leave of absence, 24-25
  services, 123
  staff, 154
Mellon (Andrew W.) Center, 114, 118-119

Merrill, Charles E.,
  Scholarship, 144
Modern Languages
  courses, 64-75
  faculty, 64
Moeller organ, 114
Mortar Board, 116
Multidisciplinary major, 4
Music
  courses, 75-80
  faculty, 75
  fees, 139
  groups, 117
  in Pittsburgh, 117
  location of department, 114
  private lessons, 79
  special programs, 121-122

National Teacher Examination, 44
Non-degree students, admission
  procedures for, 133
Non-major, 4
Nurse, resident, 123

Off-campus residence, 116
Open-air classroom, 118-119
Opera, Pittsburgh, 117
Overload fee, 138

Part-time students
  admission procedures for, 131-133
  fees, 136
Pass-fail option, 20-21
Payment of expenses, 139-140
Pelletreau Hall, 114, 118-119
Pennsylvania College for
  Women, 113
Pennsylvania Female College, 113
Personnel, 147-162
Perspectives Series, 121
Phi Beta Kappa, 116
Philosophy and Religion
  courses, 80-86
  faculty, 80
Physical Education
  activities, 117
  courses, 86-89
  facilities, 114, 117, 118-119
  faculty, 86
Physician, 123, 139, 154
Physics, *see* Mathematics
Pitt, William (Earl of Chatham),
  113
Pittsburgh-Chatham Program, 10, 124
Pittsburgh community, 117, 120
Pittsburgh Council on Higher
  Education, 10-11
Pittsburgh Plan for Art, 117
Playhouse, Pittsburgh, 117
Political Science
  courses, 89-93
  faculty, 89
  Practical Politics Program, 121
  Washington, D.C. Semester, 13
Practice teaching, 120
Pre-law, 4

Pre-medicine, 4
Probation, academic, 21
Programs, special public
  described, 120-121
  in recent years, 121-122
Property, care of, 137
Psychiatrist, consulting, 123
Psychology
  courses, 93-98
  faculty, 93
Publications, student, 116

Rea (Julia and James) House, 114, 118-119
Reading Room, Rachel Carson Memorial, 114
Readmission, application for, 134
Recreation
  Chatham Recreation Association, 117
  facilities, 114, 118-119
  field, 114, 118-119
Refunds, 141
Registration for courses, 22-23
  dates of, iv
  freshman registration, iv, 17
  transfers, iv
Religion, *see* Philosophy and Religion
Residence halls, 118-119
  described, 114, 115-116
  head residents, 116, 151
  visiting hours, 116
Room and board expenses, 135
Russian, *see* Modern Languages

Scholarships, 144
Scholastic Aptitude and Achievement Tests, elimination of, 125-126
Sociology and Anthropology
  courses, 98-105
  faculty, 98
Spanish, *see* Modern Languages
Spencer (Mary Acheson) House, 118-119
Sports, 117
Students
  campus life, 115-117
  characterized, 115
  countries represented by, 115
  participation in Pittsburgh life, 117, 120
Student Activities, Coordinator of, 123
Student activities fee, 135, 136, 138
Student-Faculty Center, 114
Student Services staff, 151
Study abroad, 12-13
Summer study, 13
Swimming pool, 114
Symphony Orchestra, Pittsburgh, 117

Teaching certificate, 45-46
Tennis courts, 114, 118-119
Term of Study, 19-20
Transcripts, 23

Transfer students
  admission procedures, 130-131
  conversion of credit for, 130-131
  financial aid, 143
Tuition, 135-136
Tutorial, 4

University of Pittsburgh
  cooperative program with, 12
Urban Semester, 13

Vacation dates, iv-v
Visiting scholars and
  lecturers, 120-122
Voluntary leave of absence, 24-25

Washington, D.C. Semester, 13
Withdrawal from college, 24, 141
Women's Studies, 108
Woodland Hall, 114, 118-119

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